

April, 1956

The American School Board Journal



**A PERIODICAL OF
SCHOOL ADMINISTRATION**

In This Issue:

When Is a School Board Independent? — Patrick

The Superintendent and His Personality — Noble

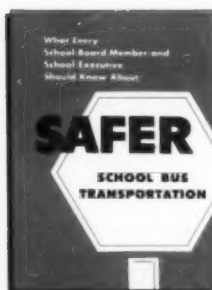
Teacher Personnel Policies — Gorman

Conestoga Senior High School — Strattan

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Over the years in public bus operation, Air Brakes have proved to be the safest, most dependable stopping power under every operating condition. In fact they have rolled up such an overwhelming degree of superiority over all other types of brakes that virtually all of the 103,000 public buses operating in 1954 were Air Brake equipped!

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The choice is yours—make it the safest one!

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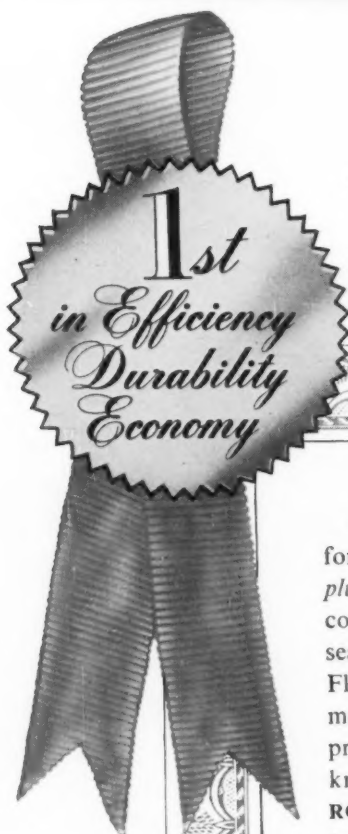
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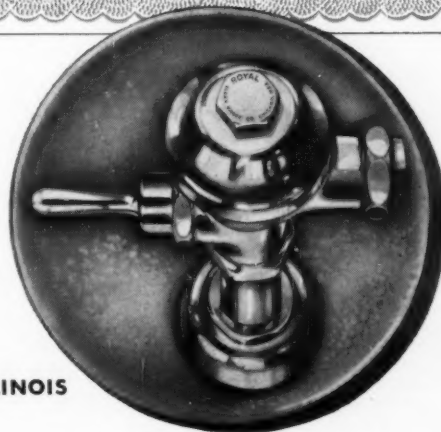
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¶ The achievement of Sloan leadership has been the reward for a revolutionary flush valve design of ingenious simplicity, *plus* never faltering application of advanced engineering skill, constant vigilance over fine workmanship, and unceasing research for improvement. ¶ Fifty years ago, when the first Sloan Flush Valve was produced, a few others were already on the market but none had won general acceptance. Sloan's early progress was slow and steady until a basic fact became widely known and its significance clearly understood: **The SLOAN ROYAL FLUSH VALVE never needs adjustment—there's nothing to adjust.** ¶ Soon the enthusiastic praise of users spread throughout the nation and then to other countries. Today there are installations in every civilized country, in every kind of building, and on ships that travel the water highways of the world. ¶ Since the beginning of its climb to leadership Sloan has developed a complete line of dependable flush valves to meet every practical purpose and price requirement. Upon this firm foundation we proudly celebrate our 50th Anniversary.

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The examples above cite only a few of the comfort and fuel-saving advantages of Johnson *Individual Room* Temperature Control . . . advantages that you can just as well enjoy in your school.

With Johnson Control, you can be sure of having perfectly regulated temperature conditions for *every* purpose. And, *because* each Johnson System is engineered to fit the specific needs of the individual installation, you can also be sure of efficient, waste-free heating and ventilating performance. Johnson Control means *both* comfort and economy.

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THE AMERICAN School Board Journal

A Periodical of School Administration

April, 1956

VOL. 132

NO. 4

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the Postmaster is notified. New Postal Regulations restrict service on magazines to be forwarded to you to two issues only. • EDITORIAL MATERIAL. — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith. • The contents of this issue are listed in the "Education Index."

NEW AMERICAN SEATING FOLDING CHAIR INCREASES SEATING CAPACITY 30%!

Greatest advance in folding chairs in 25 years, with space-saving design, luxurious comfort!



Chairs are clamped together in units of two—for fast, easy storage or seating rearrangement. Handle between coupled chairs permits balanced carrying.



Independent fold, demonstrated above, is new design feature which permits 30-inch back-to-back spacing, increasing seating capacity almost one-third.



New independent-fold folding chair, with upholstered spring-arch, is the latest addition to American Seating's complete line of folding chairs. Other models are also available in these seat styles—birch plywood, shaped steel, imitation leather upholstery. All offer unequalled durability, thanks to rugged, steel-frame construction, Bonderized metal parts.

NOW, INCREASE auditorium and meeting-room seating capacity almost *one-third* with American Seating's new folding chair!

New design includes a seat that folds independently of the chair . . . for back-to-back spacing of only 30 inches . . . nine inches *less* than that necessary for conventional folding chairs!

And audiences enjoy the luxurious comfort of American Seating body-contour styling, and spring-arch construction of the upholstered seat.

Chairs are free of binding, pinching, and snagging hazards; are silent in use. The center of gravity is so located that they cannot tip forward.

What's more, chairs lock together in units of two by means of metal clamps. A handle installed between coupled chairs permits balanced handling, and easy folding for quick storage.

Chairs are available in a broad choice of frame colors, and upholstery colors and materials. Back panels come plain or fully upholstered.

More American Seating Folding Chairs are bought for schools, churches, and other public meeting places than any other make. Why? Because American Seating offers the most complete line, with the greatest use-value in each price bracket. Let us demonstrate—soon.



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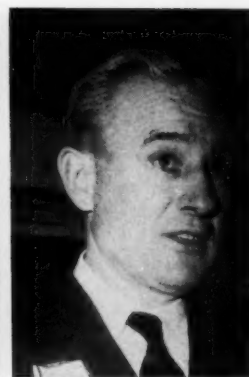
WORLD'S LEADER IN PUBLIC SEATING

The N.S.B.A. Convention*

At Atlantic City, board members focused the need
for a re-examination of board leadership . . .
reviewed the Kansas City Symposium . . .
considered its program of conferences.



Paul J. Misner



Dr. Taylor T. Hicks

The theme of the 1956 Atlantic City Convention of the National School Boards Association was announced as "School Boards Look Ahead," but in reality the program centered around the need for re-examining the place of leadership of the boards of education in the scheme of American public school administration as the representatives of the people and of the states and, as one speaker said, as "the real bosses of the local schools" and of the services which they provide for the children. The convention used (1) the findings of its Kansas City Symposium in October, 1955, (2) the state and the national White House Conferences on Education, and (3) its own program of promoting community conferences on education as the tee-offs for developing a series of inspiring challenges for the state school boards' association work in 1956 and for the individual education of the 1400 board members in attendance. The meeting which opened on February 16, concluded on February 18 with a banquet.

President O. H. Roberts, Jr., of Evansville, Ind., in his address not only made an accounting of the work done by himself and the officers of 1955-56, but also pointed out the needs in the form of wider services and the magnificent opportunities which challenge the Association. A rather complete summary was printed on page 42 of the March SCHOOL BOARD JOURNAL. He said:

I think you know, without any further emphasis on my part, that I am devoted to the philosophy of school boards, school boards' associations, and their role of leadership. I believe we have a great future and a very great responsibility. . . . The great challenge to you, to your officers, to your president, and future directors is to produce top lay and professional leaders. We must have leaders who have courage and imagination and will do their jobs well and right.

Discussing federal aid Mr. Roberts said:

I must express my great hope that along with the emphasis that many place on a need for bipartisanship in our foreign policy at state and national levels, no greater need exists than that we have a similar bipartisanship or even nonpartisanship in the field of educational improvement. With our great needs, we have neither the time nor the energy for petty political bickering over comparatively minor matters of how we solve many of our educational ills. If those who oppose so-called

"federal aid" would spend just as much time and energy at the state and local level in a positive approach to gaining knowledge and solving their educational ills, perhaps we would need less federal concern. If the facts are known, isn't our main concern one of agreeing on the degree and standard of our efforts in the education of our children? We have neither the time nor the energy for the luxury of selfish and petty bickering which makes of our children political footballs, rather than the recipients of our best efforts in their interest.

Business and Education Partners

In the third general session, Thursday evening, Boyd Campbell, president of the United States Chamber of Commerce, argued that education and business are joined in an imperative partnership. Until now this partnership has provided a great warehouse of scientific and industrial knowledge from which it is hoped all the world can draw for peaceful purposes. The great challenge is that America's moral and spiritual growth shall keep pace with the technology and the material gains; education must work closely with business to build and strengthen our spiritual values. Both educators and businessmen, he concluded, must come to understand their area of common cause if this country is to achieve a better tomorrow.

New Approaches

In a panel discussion of "New Approaches to Education," Dr. Alvin C. Eurich, vice-president of the Fund for the Advancement of Education, New York, frankly called upon school boards as the "real bosses of education" to re-examine certain basic assumptions of educators which have been accepted without question. The recent experiences of industry and of the professions have pointed to new ways and new techniques of dealing with administrative and management problems, and these deserve consideration in seeking solutions of current educational problems. Specifically Dr. Eurich questioned:

1. The assumption that all teachers are alike. It is curious, he said, in the light of our general acceptance of individual differences in students that we do not also assume individual differences among teachers. The teaching programs of schools are geared to meet differences of capacity of students and perhaps the same techniques should be applied to teachers.

2. The assumption that the most effective

learning situation is one teacher for every 25 high school, or 30 elementary school students. The preponderance of evidence collected over 50 years indicates that the burden of proof is on the proponents of small classes. Dr. Eurich said that in the light of this evidence "the size of the class ought to be directly related to the ability of teachers."

3. It is assumed that teachers must do everything except janitorial work. However, Dr. Eurich said, every other profession and occupation assumes that the best work results from group effort in which various people with different talents each contributes what he can do best.

4. It is assumed that the most effective salary system is based on a fixed salary scale, with raises on the basis of seniority. However, Dr. Eurich said, this ignores the psychological principle of motivation which industry has accepted. Almost all professions today pay salaries on the basis of merit and provide bonuses for outstanding work.

5. The assumption that good instruction must be carried on by each teacher through word of mouth and in person. Dr. Eurich said, that there is one exception to this concept. The teaching profession does admit books into the classroom because books bring the superior writer into the classroom. However, there are other teaching aids. Could not TV and film permit the superior teacher to come into the classroom and provide a more stimulating learning experience in the same way that books do?

6. It is assumed that teachers should have maximum responsibilities and pupils minimum responsibility. In other words, the teaching of children is solely up to the teachers. Dr. Eurich said that it was reasonable to question this assumption since it is well known that learning is best acquired through the acceptance of responsibility.

7. It is assumed that teachers to be effective must take certain prescribed courses in schools of education. Dr. Eurich pointed out that the teaching profession was unique in that everyone who enters it has been taught himself. He said that if a youngster were to spend five days a week, 12 years of his life in a hospital, it would be safe to assume that he would know a great deal about hospital practices. Yet it is assumed that a teacher knows nothing about teaching practices until he has completed his courses in education.

Dr. Eurich suggested that it would be more logical to make a survey of students entering teaching to determine what they understand about teaching, and to build teaching programs on the basis of this survey.

Fred Hechinger, Education Editor of the

(Continued on page 8)

*By the editor.



Wall thermostat in each room maintains right temperature for all types of classroom activities. Temperature may be lowered during exercise period, raised again for quiet study hour.

*New thermostat,
The Honeywell Round.
One in each class-
room makes it
possible to adjust
temperature to meet
varied activities
of children.*



They need a different climate for each classroom activity

**Thermostat in every room lets you vary
classroom temperature, increase "take home learning"**

EFFECTIVE teaching calls for proper temperature and ventilation in every classroom situation. The exercise period, for example, is conducted best at a temperature lower than that for the study period. When blinds are drawn for audio-visual education, other temperature and ventilation problems arise. How can you control these factors?

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In addition, the Schoolmaster System includes an indicator panel for the principal's office which gives a fingertip report on all room temperatures.

The Schoolmaster is an exclusive Honeywell development, designed for any school—new or old. No

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For complete information, call your local Honeywell office, or write to Honeywell, Dept. AJ-4-66, Minneapolis 8, Minnesota.

**The Schoolmaster System:
A special wall thermostat
for each room and
Principal's Monitor Panel**

Indicator panel gives the principal a fingertip report. It is wired to a special sensing element in each room thermostat to provide the principal with a push-button temperature reading for any room in the school. It functions also as an auxiliary fire detection system.

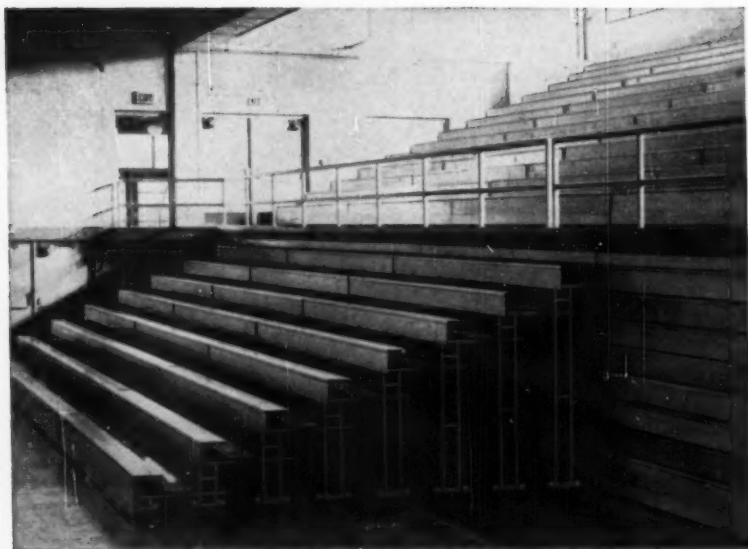


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School Temperature Controls



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Use Your Gym Full-Time with Safway Telescoping Bleachers

QUICKLY CONVERT YOUR GYM INTO AN ARENA; BLEACHER TELESCOPES FOR DAILY ACTIVITIES

YOUR GYMNASIUM FLOOR clears for daily activities when SAFWAY bleachers telescope against the wall. For spectator events, the bleachers extend out, quickly converting your gymnasium into an "arena." And your fine hardwood floor always stays free of marks or scratches with SAFWAY's non-marking wheels and load-bearing plates!

For your ease of mind and your spectators' safety, SAFWAY's exclusive "gravity latch" locks each row of seats individually as the bleacher is opened. Premature closing is impossible.

Perfected by leading seating engineers, SAFWAY's scientific design offers these important additional advantages:

- **ADAPTABLE**—Easily installed in existing gymnasiums or new buildings.
- **COMPACT**—15 rows nest into a space only 3 ft. deep. Vertical skirt boards line up flush to form a solid and handsome cabinet when bleacher is closed.
- **VISIBILITY**—Rise-per-row of 9½ in. assures spectators an unexcelled view from every seat without steep climbing.
- **EASILY OPENED**—Ball bearing wheels at floor level and under seat supports insure effortless operation.
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- **PROTECTS FLOORS**—Non-marking rubber wheels travel in different paths under each seat support. Bleacher rests on flat floor plates when occupied.

ALSO INVESTIGATE:

- ✓ Low-cost portable "Budget Master" steel bleachers.
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NSBA CONVENTION

(Continued from page 5)

New York *Herald Tribune*, the fourth panel speaker, likened the school board system to civilian control of the army. He said that for the past 20 years education has been in the hands of professional educators simply because our citizens have not been conscious of their responsibility for public education. In the last year, however, Mr. Hechinger said, the trend has been reversed and the thoughtful inquiry and exploration of new approaches to general problems of education on the part of leaders in public life marks a new era.

Mrs. Fred A. Radke, past president of the Washington State School Directors' Association, the final speaker on the panel, suggested that board members turn for advice to able citizens in their community who are not directly concerned with education. She said that it was necessary to get the best thinking of the community on the problems of schools and education.

The Friday Session

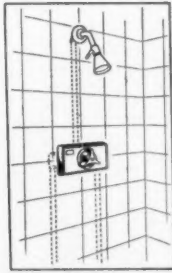
The fourth general session, on Friday morning, reviewed in detail the values and lessons of the community, state, and national conferences on education, which had engaged so much of the interest and activity of the state and national school boards' organizations.

In discussing the extensive promotion of community conferences, many of which have resulted in the establishment of citizens' advisory groups, Dr. Maurice F. Stapley, director of the N.S.B.A. Community Conference project, declared that the conference idea has amply proved its essential value. The school boards, whose members are the legal trustees of the local schools, must act as the sparkplug which will get joint citizenship action under way. There is need for overcoming the hesitation which so many board members, superintendents, and citizens evidence. Co-operation must replace this hesitation. In this effort, the state school boards' associations must provide leadership and make available their knowledge of successful techniques.

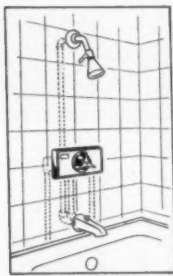
Supt. W. A. Shannon, Morristown, Tenn., who has been prominent in the movement for state conferences on education, recalled to the Association 15 specific areas in which the recently held state conferences have found challenges to be met by school boards. He emphasized particularly the need for standardizing assessment practices, to remove inequalities and to provide a better basis for meeting school construction and operational needs. The entire state plans of taxing and bonding for school purposes and the closely related methods of state aid, he said, deserve attention and possible revision. Of major importance is the reorganization of school districts for a better economic and social base and a full but economic program of instruction and administration. He concluded that there is need in every state for a strong state department of education, administered by an elective state board of education, and headed by a professional chief state school executive.

(Concluded on page 70)

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Acousti-Celotex Contractor: R. E. Leggett Company, Dearborn, Michigan.



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Acousti-Celotex Sound Conditioning brings many benefits to the Edsel Ford High School. Important among them is the acoustical treatment of the dual-purpose corridor (*illus.*). It is designed to accommodate heavy student traffic and to serve as an area where students may gather to converse or relax in an atmosphere of *quiet*.

Effective Solution—A sound-absorbing ceiling of Acousti-Celotex Tile arrests disturbing noises in classrooms, libraries, study halls, corridors, foyers, gymnasiums, cafeterias. The resulting *quiet comfort* makes learning and teaching easier, more pleasant. Such a ceiling has high sound-absorption value, is installed in existing

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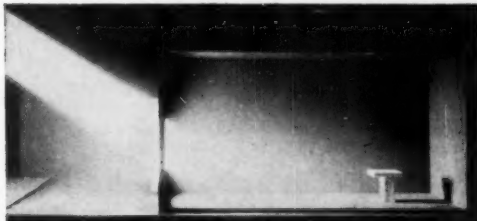
City _____ Zone _____ State _____



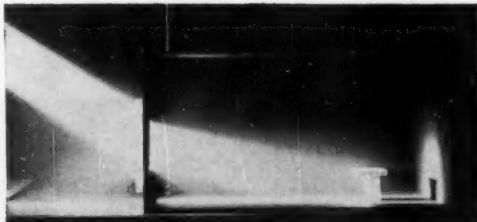
THERE'S MORE TO daylight THAN MEETS THE EYE



"Smoke Box" photo—window glazed with clear glass.



Diffusing glass in smoke box.



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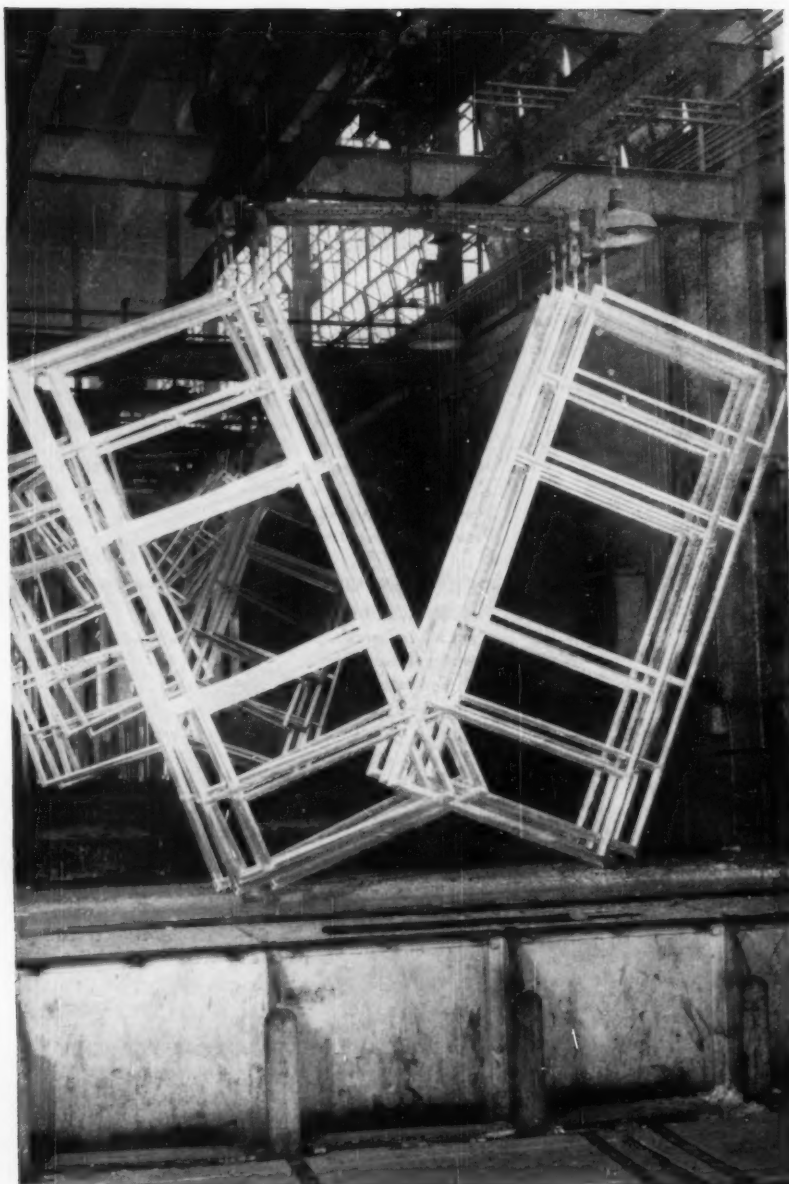
A complete contemporary series of school furniture resulting from research, engineering know-how, and 53 years of quality production. Tablet and study top chairs, single pupil open and lifting lid tables. Movable and fixed high school units.

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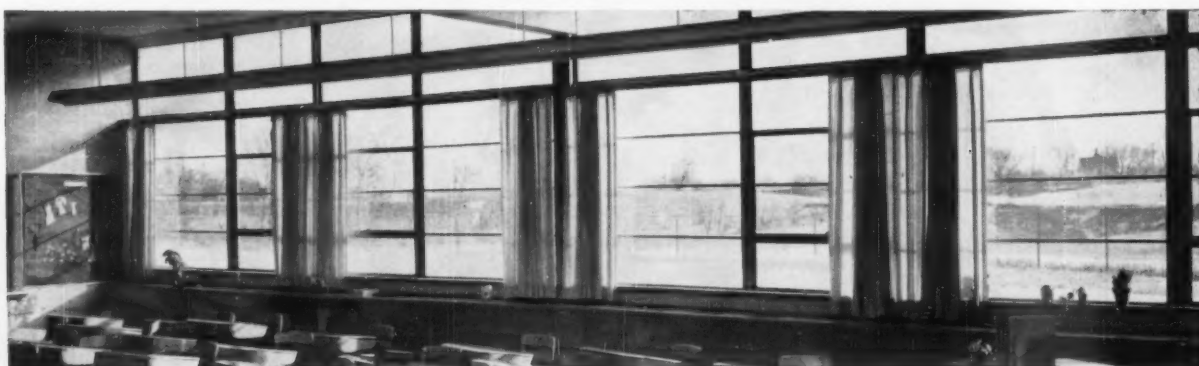


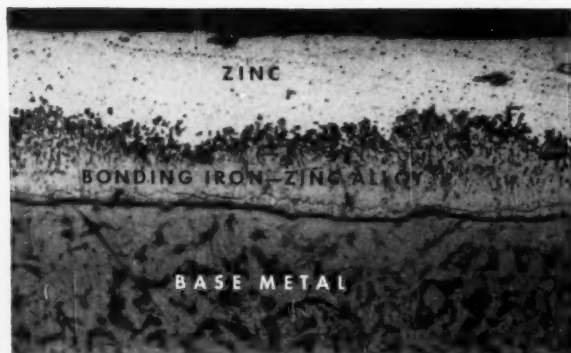
FACTS ABOUT THE FENESTRA

Fenestra Windows are cleaned, pickled, rinsed, fluxed, dried and then galvanized by completely immersing in molten zinc. Bonderizing adds extra protection and a smooth silver-gray finish.

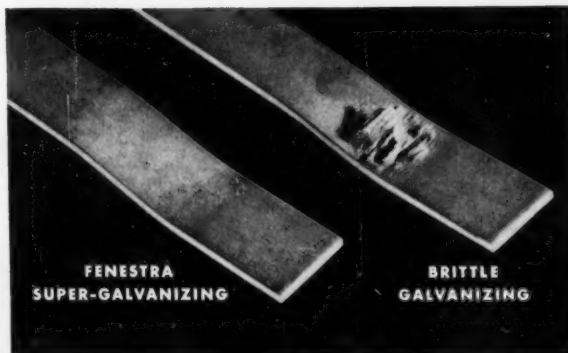
The Fenestra process controls automatically the exact time and temperature for the finest finish.

Fenestra Galvanized-Bonderized Intermediate Steel Windows are weathertight and easy-to-operate year after year without painting! This handsome classroom is in Geir Park Elementary School, Lansing, Michigan. *Architect—Simpson & Hartwick, Lansing. Contractor—Granger Bros., Lansing.*





This microphotograph shows how the zinc coating alloys with the steel base. Fenestra's Galvanized-Bonderized Finish is *self-healing*—small breaks in the surface are automatically closed by sacrificial action of the zinc, leaving the steel protected underneath!



Bend Test demonstrates the durability of Fenestra Super Hot-Dip Galvanizing. A gradual iron-to-zinc transition from the base metal, through zinc-iron alloys, to the outer layer of relatively pure zinc assures a lifetime bond. Ask your Fenestra representative for this demonstration.

GALVANIZED-BONDERIZED FINISH

Exclusive Fenestra Process gives you steel-strong windows with a self-healing lifetime finish that needs no paint!

Fenestra Galvanized-Bonderized Intermediate Steel Windows will save your school system countless maintenance man-hours because they *need no painting*.

The exclusive Fenestra finish (see photos above and left) lasts a lifetime, yet costs no more than the average 2 coats of field paint!

When you consider these maintenance savings—plus the strength of steel—plus Fenestra's functional,

attractive designs, we believe you'll choose Fenestra Windows for your new school. May we supply you with complete information? Just phone your local Fenestra representative, or mail the coupon below.

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INTERMEDIATE
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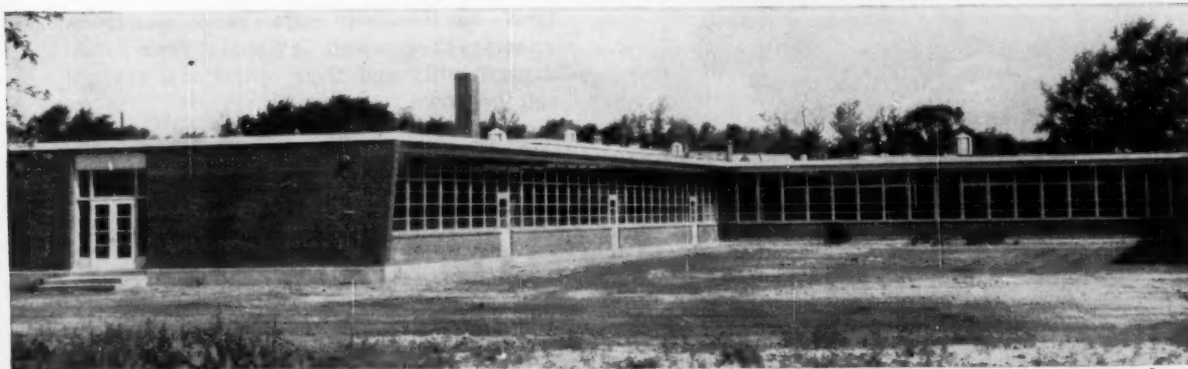
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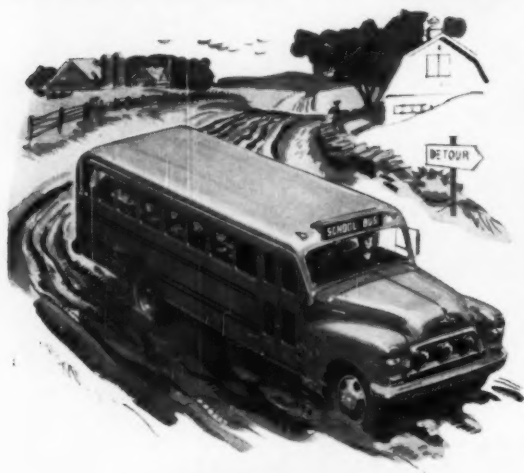
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School Board Members like the good looks and low maintenance costs of Fenestra Galvanized-Bonderized Intermediate Windows. Here's one of many recent installations. Darby Elementary School, Darby, Pa. *Architect*—Horace W. Castor, Philadelphia. *Contractor*—Sidney Elkman, Philadelphia.



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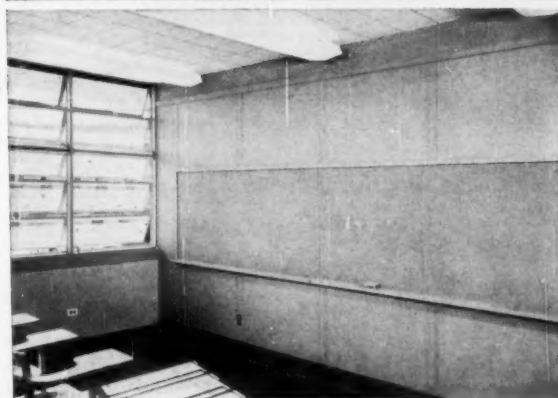
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\$300.00 per bus!**

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Mt. Clemens—Official records released today show L'Anse Cruese School District's Dodge school buses have set a record for low per-student costs. *Mrs. Glen Peters* pres-

All school bus *bodies* are alike, by and large.

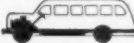
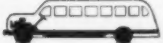

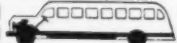
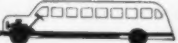

It's the chassis that makes the difference—the BIG difference between *high* operating costs and *low* ones.

Dodge costs are lower—less, in the long run, than even chassis with lower initial cost. In fact, school bus operators have found that DODGE chassis can actually save them \$300.00 and more per unit per year! So . . .

Don't put too much stock in "low bids." Too often it proves *false economy*. See your Dodge dealer and get the *facts* before you decide!

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Developed as a public service by the Aetna Casualty and Surety Company, the Drivotrainer brings "behind-the-wheel" training into the classroom. Using the instruments and controls of real cars, students learn to meet varying driving problems shown on a motion picture screen at the front of the classroom.

Los Angeles Study indicates Aetna Drivotrainer makes possible . . .

"Behind-the-wheel" training for 50% more students with no increase in teaching staff

In comparison with "car-only" method, Drivotrainer cuts costs — proves superior in developing good driving attitudes—and provides a safe method of training to meet emergencies

High costs and lack of available teachers — these pose an increasingly serious problem to educators considering expanded programs of driver training.

Now, a controlled research study by the Los Angeles City School Safety Section indicates that the Aetna Drivotrainer reduces costs as much as \$11.65 per pupil.

Two comparable groups of high school students were used in the study. Briefly, here are the major findings:

1 The Aetna Drivotrainer cuts on-the-road training time 50%

Students in the Drivotrainer group received only three hours of on-the-road instruction as against six hours for the control students. Yet, the two groups showed practically the same progress in driving skill and knowledge.

2 The Aetna Drivotrainer sharply reduces teacher-hours per pupil

By conventional, car-only methods, 4 teachers in Los Angeles could instruct 560 students per year. With a 15-place Drivotrainer, these same 4 teachers could train 840 students—a gain of 50%.

3 The Aetna Drivotrainer produces significant improvement in good attitudes

Drivotrainer students showed definitely greater progress than control students in developing good driving attitudes, as measured by the Siebrecht Attitude Scale.

4 The Aetna Drivotrainer safely provides experience in meeting driving emergencies

Through films, the Aetna Drivotrainer confronts students with a wide variety of emergency situations — permits them to gain skill and experience with no danger of being involved in serious accidents.

5 The Aetna Drivotrainer wins student praise

In a questionnaire, 95% of the 113 students in the experimental group stated (a) the Drivotrainer definitely helped them learn to drive; (b) it prepared them to meet on-the-road situations; and (c) they would recommend the Drivotrainer course to classmates.

School systems everywhere can profit by the results of the Los Angeles experimental study. For more detailed information on the study and the Drivotrainer itself, just fill in and mail the coupon below.

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Please send me a copy of the Condensed Report on the Los Angeles Study and additional information on the Drivotrainer.

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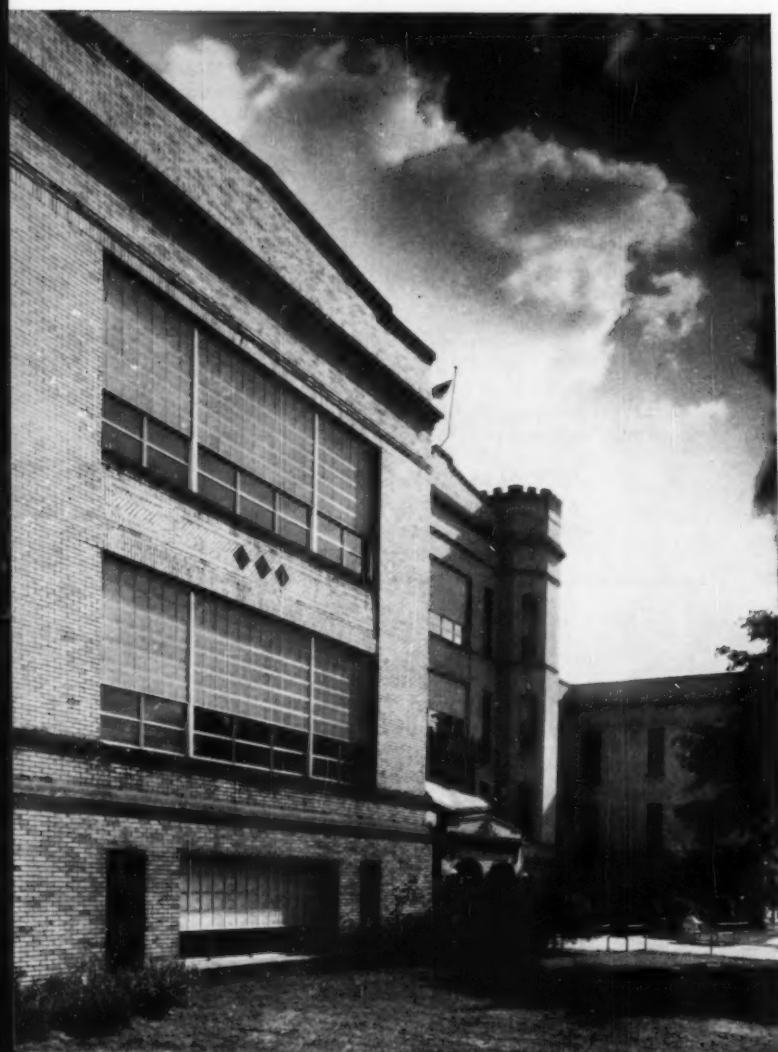
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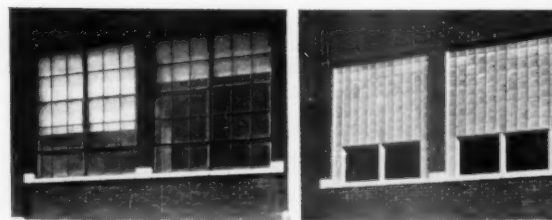




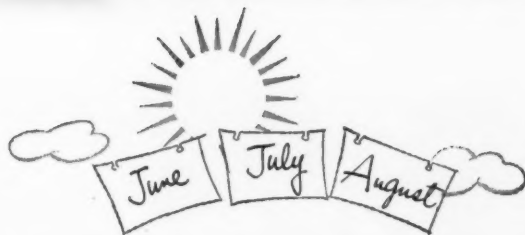
"NO MAINTENANCE PROBLEMS," says Fr. John Ferring, St. Margaret Mary School, Chicago, *seven years* after replacing old windows with glass block. "We're very happy with the results. Glass block have given our school a modern look and improved daytime lighting. There have been no maintenance problems whatsoever."



"REMARKABLE IMPROVEMENT," says W. L. Jefferson, supt. of schools, New Kensington, Pa. (Interior of school above, exterior at left.) "From the standpoint of insulation, appearance, better light distribution and ventilation, our new glass block windows made a remarkable improvement . . . Everyone is delighted with the job."



BEFORE AND AFTER close-up look at an actual sash replacement is shown here. Rusting window sash were replaced with glass block, eliminating painting, old-fashioned shades and high fuel bills.



Plan now for summer modernization

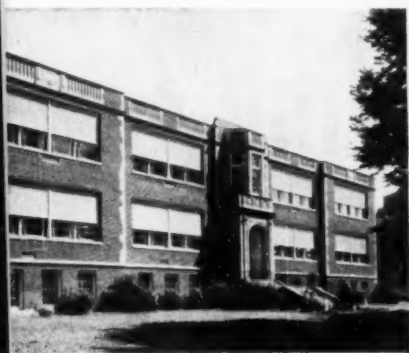
SAVE MONEY...BEAUTIFY YOUR SCHOOL WITH OWENS-ILLINOIS GLASS BLOCK

Hundreds of school administrators across the country have found that replacing worn-out windows with Owens-Illinois Glass Block offers these advantages:

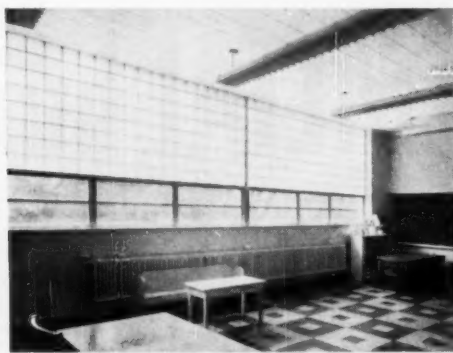
1. No window sash rotting and rusting
2. Lower fuel and light bills
3. Better daylighting

4. Less window breakage
5. Modern appearance
6. Better ventilation

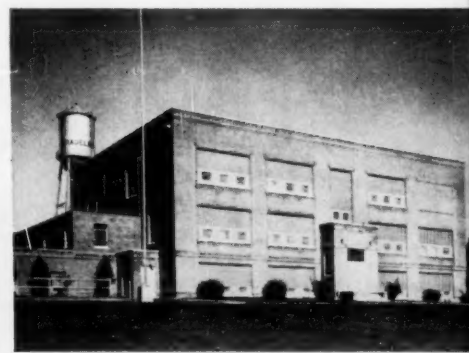
Read how these advantages of glass block have helped administrators of the typical schools, pictured here, save maintenance money and, at the same time, beautify their schools.



NO RUSTING OR ROTTING can occur when you replace worn-out sash with glass block. See how modern-looking this old school in Springfield, Ohio, has become merely by using glass block.



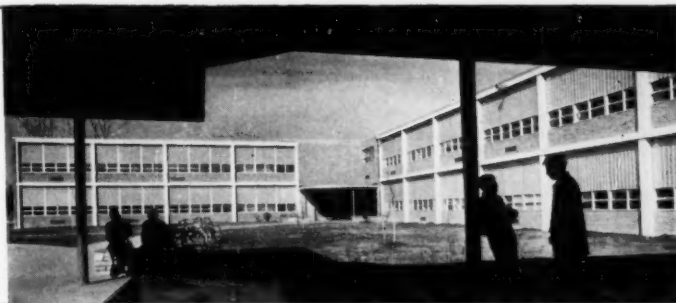
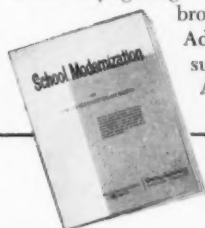
"BETTER LIGHT, LESS BREAK-AGE," says Ass't Supt. of Schools Edward L. Murdock, Highland Park, Michigan, referring to glass block modernizing in this school, built in 1917.




"EASIER, CHEAPER TO HEAT," says Supt. J. R. Jansen, Madelia, Minn. "Our school is easier to heat, retains temperature longer. This means a savings in heat costs."

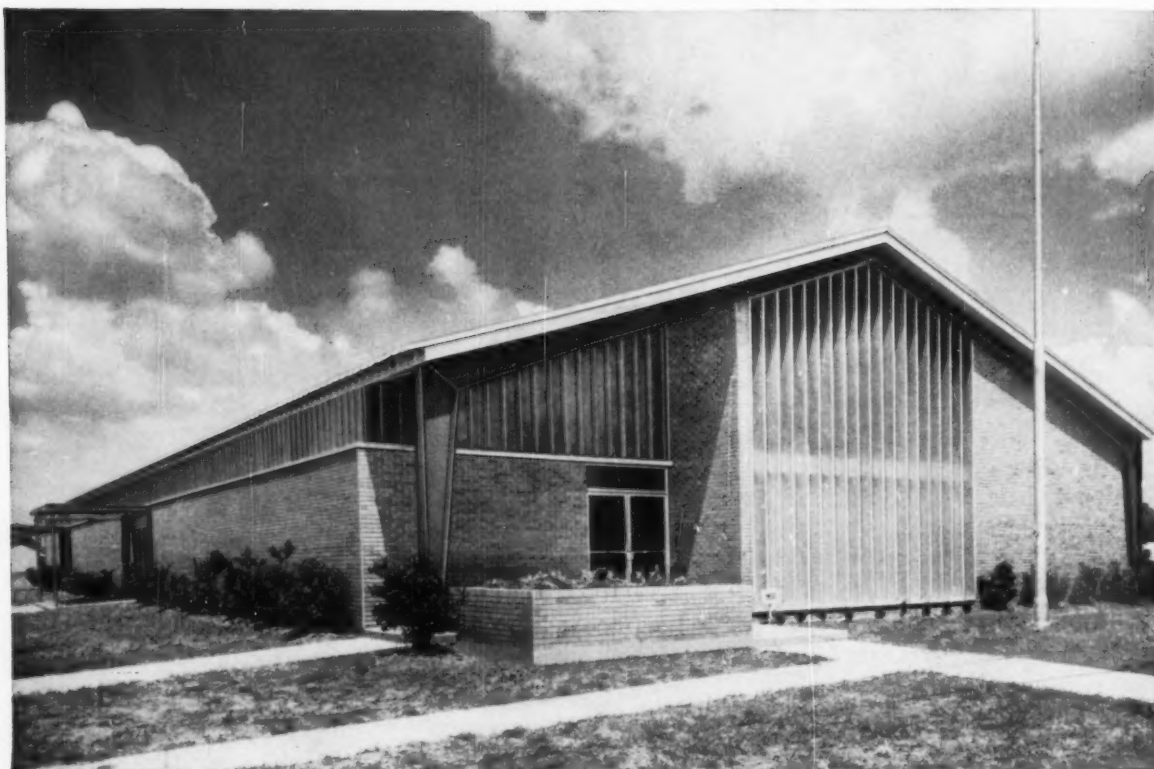
Give your old school a "look" as modern as this new school in Arlington County, Va., by remodeling this summer with Owens-Illinois Glass Block.

For complete information on the money-saving benefits of this daylighting material, write today for our new brochure on School Modernization. Address: Kimble Glass Company, subsidiary of Owens-Illinois, Dept. AS-4, Box 1035, Toledo 1, Ohio.



OWENS-ILLINOIS GLASS BLOCK
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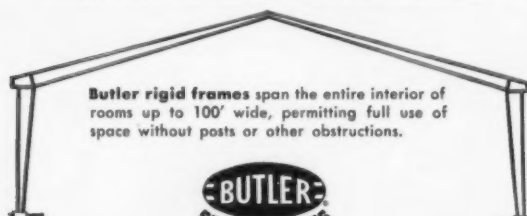
Inside, there are no posts or other obstructions to get

in the way. Butler rigid frames span the entire interior, permit flexible furniture arrangements and maximum use of space. Weather-tight Butler buildings are easy to insulate for year-round comfort. Acoustical material can be applied economically.

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In short, the Butler Building System can go a long way toward solving two major school problems: (1) the need for more space at (2) low cost. For full information on Butler system buildings, mail coupon for colorful brochure.

Consult your Classified Telephone Directory for name of your Butler Builder.



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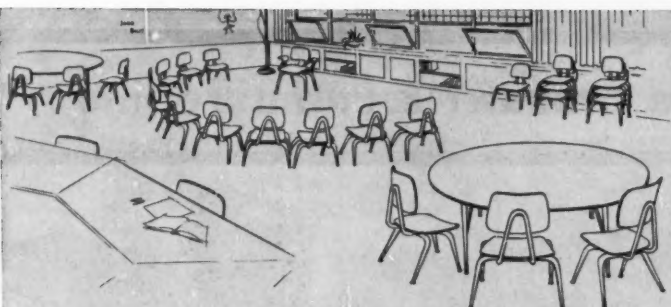


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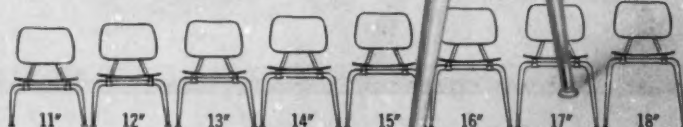


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This is furniture that surpasses the demands of forward-looking school planners—furniture of graceful, functional design, as beautiful as it is practical—furniture made for comfort and fatigue-free learning—that defies the abuse of time—that resists the wear and damage of continuous daily use—that offers the utmost in service and delivers much more in value than its modest cost implies. For this is Kuehne classroom furniture—an achievement culminating 33 year's experience.

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Simplifies storage, recovers space easily, quickly, by nesting one above the other. Legs, 1 1/4" tapered tubular steel with ferrule-type self-leveling, rubber-cushioned glides. Seat and back, 5-ply hard-wood impregnated with water-resistant resin. Three colors and satin chrome.

CAFETERIA ALL-PURPOSE CHAIR

Identical to stacking chair except leg spread is reduced for placing closer together. 16" and 17" heights only. Non-stacking.



Another Kuehne Exclusive!



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DISTRIBUTORS: Inquire about the few choice territories still open.

Pace-setter in the Brunswick Furniture line



ALL-NEW versatile Chair Desk!

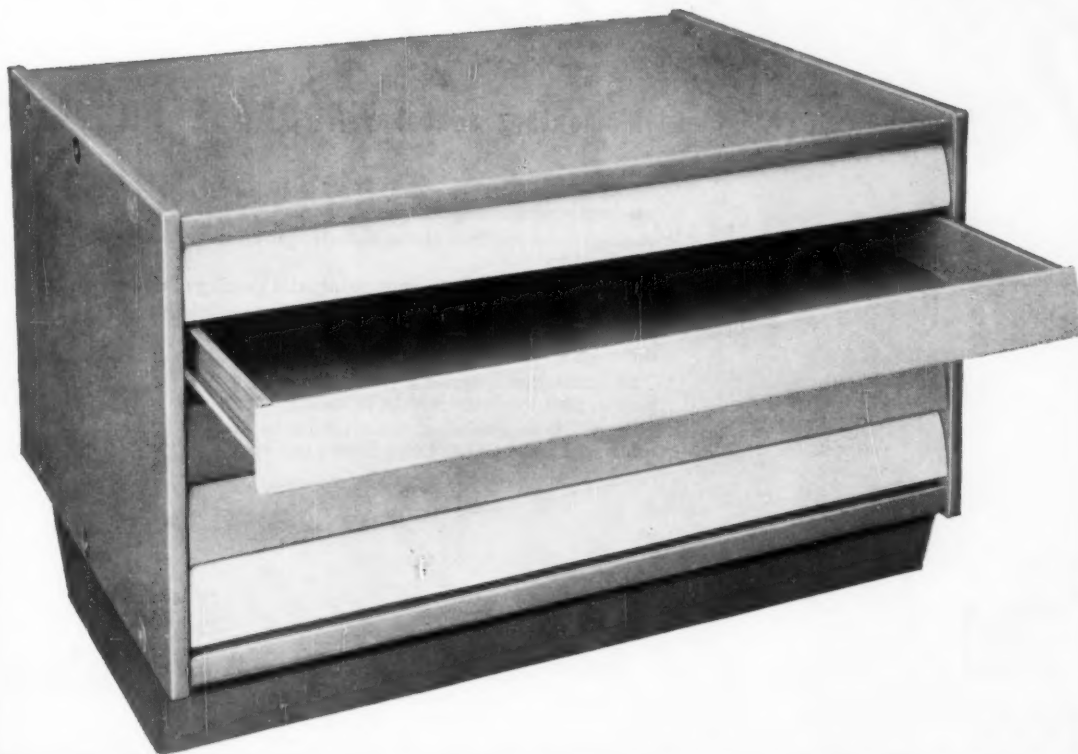


Here's the newest addition to the furniture line that continues to set the pace . . . a versatile Chair Desk that helps you make the most of classroom floor space. Here's a new concept of economy combined with the proved advantages of Brunswick design and construction.

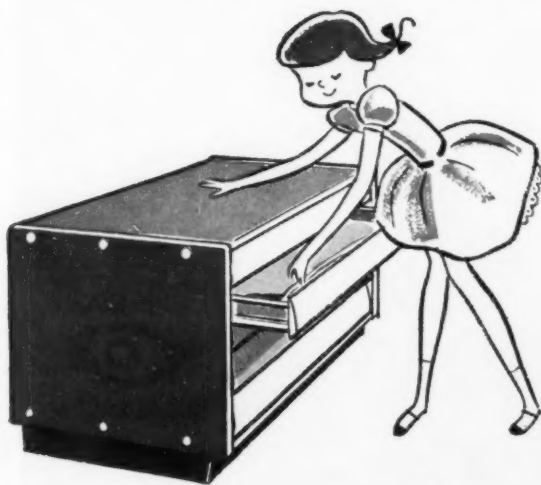
New, space-saving dimensions plus generous wire book rack welded close in, means less floor area per student. Forward reach of legs reduces chance of tilting. Available in 15 and 17 inch chair heights and in Tablet Arm Chair. Shipped "KD". Desk top easily attached at the height you require.

Check with your Brunswick representative today. See this versatile new Chair Desk for yourself! The Brunswick-Balke-Collender Company, 623 South Wabash Ave., Chicago 5, Illinois.

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Just the thing for storage of large, flat sheets of paper in the classroom (or practically anywhere). And . . . like all Brunswick cabinets, this new unit is integrated with the full line, brings new color and flexibility to the classroom, and saves the high cost of custom millwork. It's factory-built from start to finish.

Four heights available: 29" and 27" (five drawers); 25" and 23" (four drawers). Stores 24" x 36" papers. Mounted on legs, wheels or formed steel base.

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JUST ONE LINE CONTINUES TO SET THE PACE . . . IT'S

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Master Key

to elementary school **WARDROBE PROBLEMS**

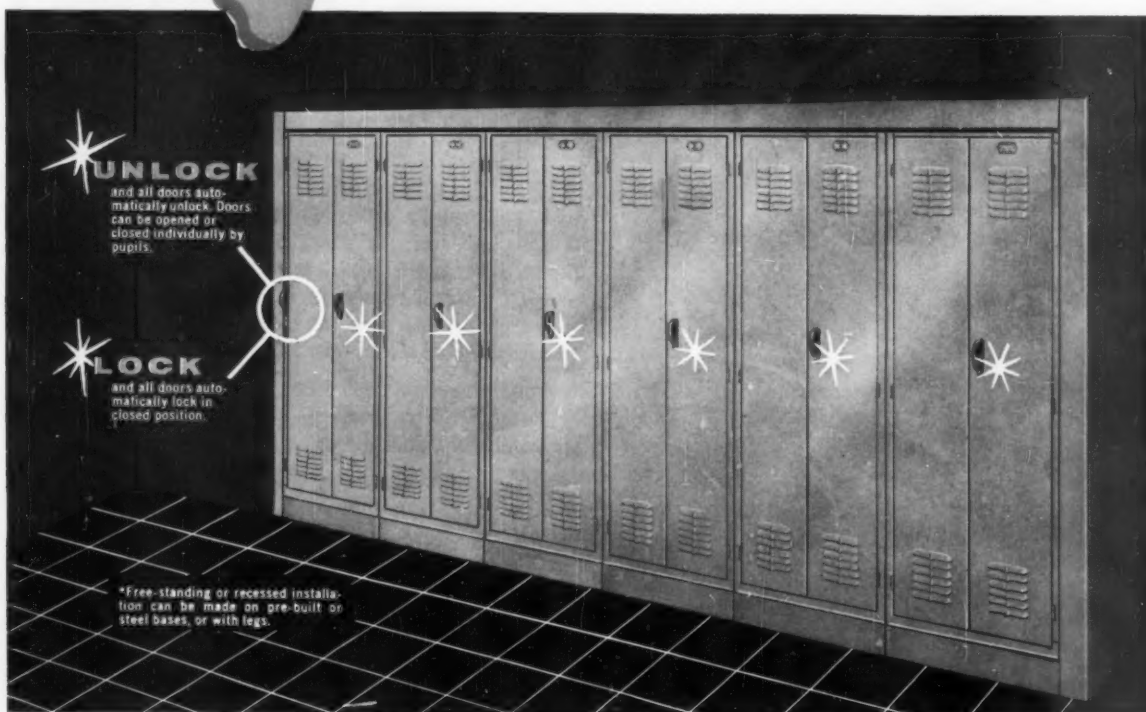
- Most efficient and practical of all facilities for apparel storage in elementary schools
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When Is an Independent School Board Independent?

T. L. PATRICK

Newcomb College
Tulane University
New Orleans, La.

School boards in the United States are generally classified as either independent or dependent boards. The dependent school board chronologically came first. Here will be traced briefly the rise of the idea of an independent school board. Questions will then be raised as to whether any school board is really independent regardless of its classification or administrative organization.

The Independent School Board

During our colonial period in accord with our English heritage, to a large extent, the same officials who were elected or appointed to perform other public duties also were in charge of the schools. Even following the American Revolution, there continued to be a good many *ex officio* boards of education, some on the state level lasting into the twentieth century. Following the successful Crusade for Common Schools, however, and the growth of public education, there evolved the idea that education was too important a public function to be cared for by the regular officials and therefore a special group of officials was needed whose sole function would be public education.

For most of the colonial period, control and support of public education was largely left in the hands of local governments. Even after the United States Constitution, by implication in the Tenth Amendment, made education a function of the state governments, the states were slow to as-

sume their responsibility for education, so that even today the majority of the funds for school support for the country as a whole comes from the local governments. Within this century, however, because of changed sources of taxable wealth and increased efforts to equalize financially the educational burden and opportunity within the states, the state governments have provided increased financial support for schools, and with increased support has come increased control. More and more directives being handed down to the county, parish, township, city, and district boards directly from the state boards of education tended further to isolate the local school board members from the other local officials because the local school board members were often put in the position of just being state employees on the local level.

Meaning of — "Independent"

From such a background as this, then, has come the idea of an independent school board in contrast with a dependent school board. The independent board has in general been the choice of school administrators. Actually, what does the adjective "independent" imply as used here? That the board is independent of the people, of course, is not, and should not, be implied; for the schools which the boards have in their charge are the people's schools, and it is through the board members, as their representatives, that the people can make

their educational wishes effective.

Independent of what, then? Apparently primarily independent of other government officials — the implication being that the other government officials are politicians, with the meaning of the term "politician" having that all too frequent connotation of something that is bad, that is not quite nice, that with which nice people have nothing to do. It is the same sentiment which was expressed over a century ago by the southern poet, Paul Hamilton Hayne, who believed, probably correctly, that the furor the politicians of his day were stirring up was a handicap to his literary career. Hayne wrote to a friend, "D — n sectional difficulties. What have *we* — (I and you), to do with politics. Many a pretty fellow has been ruined by that accursed trade already. Let it alone. Let it alone —." It would seem on the basis of what happened in Hayne's time, and since, that the American people might well have concluded that the biggest trouble with politics is that too many people have left it alone. That in a democracy "politician" and "citizen" should be synonymous terms. That just as every teacher is an English teacher — good or bad, depending on his own use of the language and the use he requires of his students; so every citizen is a politician — good or bad, effective or ineffective, depending on how much time, effort, and intelligence he may expend on his political duties.

The political scientist may view the relationships between schools and other municipal services from a much different viewpoint than the educator.

Many school administrators then today are still insisting that the best school board is one independent of political control, that a school board cannot effectively plan an educational program for the schools when it is dependent on some other political board for the funds to execute the program. It is contended that the dependent board has not worked well in practice under any conditions and worked particularly ineffectively when the school board and the governing board happened to be of different political persuasions. The acid test as to whether the school board is or is not independent is generally financial. If the board controls the finances to support its own program, it is generally regarded as independent.

The Dependent School Board

In contrast to some of the educational theorists, the political scientists have generally favored the dependent school board, primarily for the reason that local government services and problems are interlocking and should thus be considered as a unit without having any service isolated. They have believed that local finances should be considered as a unit and, in this way, a proper balance between all necessary functions can be achieved.

Nor can political scientists see any justification for the idea that because the local school board often serves directly the state board that it should be independent of other local officials; for they point out that the same thing is true of other county and city officials and boards. In fact in the United States, although the distribution of powers as between the central government and the state governments is a multiple or federal one, the relationship between the state governments and the local governments is unitary and the state is supreme. Thus all local governments, all local officials exercise only powers granted to them by the state; powers which can be revoked by the state action alone.

The Independent School Board?

The question raised here is whether there is any such thing as an independent school board, or whether educational theorists are defending a fiction rather than a fact. Henry and Kerwin,¹ in a study of the relationship of schools to other government officials, found that frequently independent boards were only partially independent, that often personnel working for the school board were controlled by other government departments, that often special services of the school were furnished by agencies over which the school board had no control.

¹N. B. Henry and J. G. Kerwin, *Schools and City Government* (Chicago: University of Chicago Press, 1938).

Yet, even if at any given time and place, an independent school board had complete charge of adequate financing and of all its personnel, the question might still be raised as to whether it is independent of the "politicians." For, unless the status quo could be maintained, unless neither the quantity nor the quality of the school offering were changed, the school board would sooner or later find itself in need of additional funds. In the United States, if one hundred years ago an independent school board with complete financial independence had been created in almost any city or county, the ensuing years with their changing tax structures, changing sources of taxable wealth, growth of the school population, growth of the curricular offerings, and other like things would have sent the school board searching for additional revenue. In the search the "politicians" would have been encountered.

For example, recently the local independent school board found its own tax sources inadequate, due to causes beyond the control of the board, such as the decreased purchasing power of the dollar, the increased school costs, the schoolhousing shortage, and the increased enrollments. Supposedly to keep the school board independent in such a situation, the law provided that the board could increase the millage rate on real estate if a majority of the people and property holders would approve such action. Accordingly the school board called for an election and were, of course, opposed by several groups of citizens, among whom were the local politicians.

Some of the arguments against the tax increase followed the line of argument of those who favor dependent school boards. For example, it was argued that a review of the entire city tax structure should be made before voting any special tax for one city service. That the needs of all city agencies should be studied jointly and the probable tax income for the area be prorated fairly among them, lest some essential agency be left without funds. That the tax increase would allow the school board to place such a bonded indebtedness on the city as to endanger the solvency and credit of the entire city. That the tax increase would discourage new industry from moving into the area which would conflict with another tax provision then offering ten-year tax exemptions to businesses to move into the area. That a rise in school taxes would result in a corresponding rise in other taxes. That the plans for the use of the money presented by the school board were inadequate. That other worthy causes, such as, care for the poor, the sick, the handicapped, were more urgent than the needs of the schools.

The local politicians in general opposed the tax increase either actively or by remaining neutral. Not openly expressed, perhaps not even privately admitted, but the attitude of the local officials seemed to be that schools were the school board's responsibility, not theirs. If the board could not run the schools on the money it had, that was the board's problem, not theirs. That their problems were such things as keeping the streets paved and repaired, keeping the police, fire, sanitation and health, water and sewerage departments operating; but schools bursting at the seams were not their responsibility. At times there was not only this lack of co-operation and acceptance of mutual responsibility, but also a feeling of hostility and competition—the feeling that there was just so much tax revenue available for local purposes and that the less the school board obtained the more there would be for the important functions for which they were directly responsible.

The point here made is not that in this instance the local politicians were against an increase in school taxes but that a school board in a time of expanding education must from time to time seek additional sources of revenue; and that, when it does, it must either co-operate with and have the support of the local politicians, or it must go into competition with them and lose to them or defeat them at the polls. In either instance, the board is not independent of the politicians, even though it may be established administratively as an independent board.

English Local Education Authorities

In contrast with practices in the United States where functions of local government officials have been divided by the establishment of either independent or dependent school boards, the English have continued in their tradition, that the same group of officials responsible for other local governmental functions should also be responsible for public education. In so doing, they appear to have avoided some of the difficulties found when the functions of local governments have been divided between two boards. Thus today in England, the functions of the local government, including the provisions for schools, rests primarily with the Local Education Authorities. These are elected bodies, corresponding most nearly to our County Commissioners, Parish Police Juries, or City Councils. The educational functions of these Authorities are carried on by a sub-committee on education on which both members of the council and invited community members serve. The committee receives no pay but has a permanent paid staff, corresponding to our superintendents of schools and their staffs. Through such an administrative system, the Local Education Authorities have managed to keep a majority of the control of schools in their hands even if a majority of support now comes from the central government.

Choice for School Administrators

It has been seen that in the United States school boards, from the beginning of common schools until the present, have been faced with expanding school programs and thus have been forced to search for additional revenues. During and immediately following the depression of the thirties might be a period of exception to the expansion of schools, but the economic chaos still made it a period when new sources of revenue were sought by all agencies. The present birth rates and predictions of birth rates for the immediate future would indicate the schools must continue to grow. Even if long range predictions prove accurate and the population growth in the United States becomes static, so that the school population growth levels

off, there would still be years of improvement of the quality of the school program which would require additional revenue. Thus it would seem there has not been, nor is there likely to be, a time in the near future when school boards will not be needing more revenue. If, when school boards need additional revenue, they must work either in co-operation or in competition with the politicians, how independent of politicians can they be regardless of the administrative organization of the school boards? In short, is an independent school board independent? On the other hand, the dependent school board has not proved satisfactory in practice.

The question then arises as to whether today, when schools in most communities are facing financial crises, should school administrators continue to advocate an

administrative organization that invites competition between local community leaders rather than co-operation? Are school administrators left only with the choice of supporting a dependent school board which has not always worked, or an independent school board which has seldom been independent? Or are there other possibilities which might encourage less division and competition and more co-operation in the solution of all the problems of the local community? Would, for instance, a return to some version of our English tradition of one local governing board with direct and undivided responsibility to the people for all the functions of the local government provide a better administrative organization for the local support and control of schools?

The Superintendent and His Personality

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Investigations show that in business and industry about 10 per cent of the office workers who are discharged, are fired because they are lacking in specific skills. *Character and other personality weaknesses* are the important factors which account for almost 90 per cent of the discharges. Although comparable data regarding the factors which lead to discharges of school superintendents are not available, and although alleged deficiencies in purely professional abilities are usually advanced to justify releases of superintendents, it is quite possible that character and other personality factors are also the basic reasons in 90 per cent of the discharges of superintendents. Because of this possibility, answers to the following questions are needed:

1. Why is it fair to assume that communities place such great emphasis upon a superintendent's personality?

2. What capacities for behavior modify the personality of the superintendent?

3. How may the superintendent improve his personality?

Emphasis on Personality

Many reasons may be advanced to justify the assumption that the citizens of a

community place greatest emphasis upon character and other personality traits of the superintendent. Although the reader will probably be able to suggest additional reasons, the reasons presented in the following paragraphs are among those meriting high consideration.

1. *Throughout the ages men have lived in the minds of other men in terms of the personality traits they possessed.* For example, David is remembered as the highly religious youth who slew Goliath; and, in the Sermon on the Mount, reference is made to such personalities as "the meek," "those who hunger and thirst after righteousness," "the merciful," and "the pure in heart." Again, George Washington is remembered not only as a man of great deeds but as a *truthful* man; and, in recent years Albert Einstein exemplified the *grateful* man, so grateful for the many discoveries of the past generations that he felt obligated to push ahead in his chosen field of research in order that he too might contribute to man's store of knowledge. Surely, if men are remembered by countless generations because of their personality traits, it is only natural for superintendents to be judged on the same basis.

2. *Because public school education is a big business, its supporters tend to evaluate its leaders (i.e., the superintendents of schools) according to accepted business practices.* In business, it is customary to hire, retain, and promote those workers who rate highest in terms of *character, training, and experience*; conversely, the employment of workers with inadequate ratings is avoided. Regarding these bases of rating, the public—consisting largely of business men and women—feels best qualified to evaluate the superintendent on character and other personality traits, training and experience qualifications being regarded as purely professional matters.

3. *John Q. Public's likes and dislikes for other individuals hinge upon their personalities as perceived by him.* It is perfectly logical to assume, therefore, that his likes and dislikes for a particular school superintendent will be determined by that superintendent's personality. Herein lies the suggestion that, if the superintendent's tenure of office is to be secure, he must be *liked* by the citizens of his community; also that the matter of *being liked* is synonymous to knowing what personality patterns are generally approved by the community, and

then acquiring those patterns. (See Figure 1.)

4. Perhaps departments of education in colleges and universities become so intent upon training educational technicians that too little emphasis is placed upon the development of personality; and perhaps school boards, when selecting a superintendent, give too little consideration to applicants' personalities. Regardless of where the blame may rest, it is true that every year many superintendents are discharged primarily because they are lacking in personality.

Capacities for Behavior

If the superintendent of schools is to be judged primarily on the basis of character and other personality traits, consideration must be given to the question: "What capacities for behavior modify the personality of the superintendent?" In reply to this question, it may be said that the superintendent, like all other members of the human species, is endowed with the following capacities for behavior: (1) the capacity to be motivated; (2) the capacity to experience emotions; (3) the capacity to learn—i.e., intelligence; (4) capacity emerging from physique; (5) the capacity to age; and (6) the capacity to be affected by his environment and to affect his environment. Through these capacities, he acquires those patterns of behavior which give individuality to his personality.

1. *The Capacity To Be Motivated:* As the human organism experiences needs, activities involving the attainment of related goals are initiated. For example, the hungry individual's activities have food as their goal. From such sources of motivation, together with the utilization of the other capacities for behavior, the higher order or learned motives are developed. Because these higher order motives are derived

An educator-psychologist examines the importance of personality to the superintendent's success and offers tips to help overcome personality weaknesses.

from the organism's needs they are frequently referred to as *derived motives*; moreover, their characteristics bear the imprints of the socialization processes.

Derived motives may be divided into two groups, namely: (a) specific derived motives; and (b) general derived motives. *Specific derived motives* are motives which pertain primarily to one of the major areas of human activity—the major areas of human activity being study, the family, friends and friendships, occupations, recreation, interracial relations, religion, and citizenship. Such motives are important to the superintendent because the public expects him to be active and well adjusted in all areas; in addition, it is within the area of occupations that the superintendent's purely professional abilities are utilized. *General derived motives* are motives which are applicable, hence important, in all of the major areas of human activity. Failure to develop desirable general derived motives may place the superintendent among that group of superintendents who are fired because of character and other personality weaknesses.

In Figure 1 a partial list of the general derived motives is presented. This list assumes, among other things, that the superintendent—like other professional workers—needs to seek to be "accurate," "honest," and "well mannered"; also that the personality patterns which are listed, are important assets in all of the major areas of human activity.

2. *The Capacity To Experience Emotions:* Emotions may be divided into two

groups, namely: (a) *delightful* emotions; and (b) *distressing* emotions. Emotions, moreover, may be regarded as indicators of how successful the individual is in attaining the goals embodied in his motives. When, therefore, the superintendent experiences distressing emotions which are too intense, too frequent, and/or of too long duration, such emotions indicate that he is failing to achieve his objectives. Perhaps his distress is caused by a lack of the necessary informations, skills, and attitudes. Perhaps his distress means that his motives are (a) inconsistent with his capacities for behavior; (b) conflicting motives; and (c) inconsistent with the demands of society.

3. *The Capacity To Learn:* Individuals differ in intelligence, both quantitatively and qualitatively. The superintendent, who finds himself in a position which is either too difficult or fails to make reasonable use of his "capacity to learn," experiences distress. Moreover, distress originating from such situations may adversely affect his personality.

As employed here, the *capacity to learn* includes the capacity to acquire all types of responses, including derived motives, emotions, ideas, wishes, etc.

4. *Capacity Emerging From Physique:* Here reference is made to capacities emerging from body structure, health, and constitution. As early as 400 B.C. and A.D. 150, Hippocrates and Galen—respectively—believed that definite relationships existed between body conditions and behavior characteristics. In recent years, other men of science have conducted studies which dealt with relationships existing between morphologic types and behavior. Naccarati's study, based on trunk-limb ratios, divided individuals into three major morphologic types, with each type characterized by an intelligence level tendency, as well as by temperament and interest peculiarities. Kretschmer's study discerned four morphologic types, namely: (a) athletic individuals—muscular and capable of highly desirable body adjustments; (b) Asthenias—tall, thin individuals, who are inclined to be critical of others but are highly sensitive to criticism of themselves by others; (c) pyknics—short, stout individuals who are easygoing and popular; and (d) displastics—individuals with behavior abnormalities arising from abnormalities of body structure. Sheldon's study, which is still in process, has already revealed relationships between: (a) morphologic types; and (b) related components of temperament, physical illness, and mental illness. Significantly, the belief has persisted through the centuries that rela-

FIGURE 1. A Self-Evaluation Check-List of General Derived Motives

- | | | |
|--|---|---|
| 1. Accurate (i.e., in self-appraisals and appraisal of life's situations) | 13. Effective in communications (i.e., in correspondence, in conversation, talking to groups) | 27. Persevering |
| 2. Appreciative | 14. Energetic (i.e., physically and mentally) | 28. Practical |
| 3. Brave | 15. Ethical | 29. Punctual |
| 4. Cheerful | 16. Fair (i.e., in competition) | 30. Reasonable |
| 5. Clean | 17. Friendly | 31. Religious |
| 6. Companionable | 18. Generous | 32. Respectable |
| 7. Conventional (i.e., respect for conventions, customs, etiquette, manners) | 19. Graceful | 33. Self-confident |
| 8. Co-operative | 20. Honest | 34. Self-controlled |
| 9. Creative | 21. Imitative | 35. Sincere |
| 10. Dependable | 22. Kind | 36. Sociable |
| 11. Diversified (i.e., in interests) | 23. Loyal | 37. Sympathetic |
| 12. Discreet | 24. Modest | 38. Tough (i.e., when toughness is necessary) |
| | 25. Neat | 39. Well-favored (i.e., of pleasing appearance) |
| | 26. Open-minded | 40. Well-groomed |
| | | 41. Well-informed |
| | | 42. Well-mannered |

Let the superintendent rate himself (1) excellent, (2) very good, (3) good or average, (4) fair, or (5) poor on each of the above traits. This periodic self-examination should help the superintendent attain excellent on most items and devote primary attention to traits on which he has given himself the lowest ratings.

tionships between body types and behavior characteristics do exist; also, the various studies have consistently indicated only three or four major body types.

Studies conducted at the University of Rhode Island by students of personal adjustments indicate that deviations of body structure (i.e., from norms for the human species) produce feelings of conspicuousness or self-consciousness, such feelings giving rise to special related adjustment problems. In addition, the data which appears in Table 1 indicate that there are definite tendencies on the part of individuals in general to associate certain behaviors with a particular body type. Here, it should be mentioned that, although the traits listed are traits which have been mentioned in various other studies, the interviewees were individuals who were totally unacquainted with the results of previous studies. A superintendent, therefore, may assume that the general public—at least on first acquaintance—is inclined to ascribe to his behavior those personality characteristics which are commonly associated with individuals whose body type is similar to his own.

5. *The Capacity To Age*: The phrase the capacity to age refers to growth or those changes in body structure which occur as the result of the passing of time. Although superintendents, as a rule, are well informed regarding growth changes from birth through adolescence, they are relatively uninformed regarding the aging processes during adulthood. Doubtless a greater knowledge of the aging processes of adults is necessary if superintendents are to comprehend the adjustment problems which they, themselves, experience and which growth also imposes on teachers and other adults in their communities. Surely such comprehension is a desirable personality trait.

At different ages, the individual's sense organs begin to lose their acuteness; in the forties the basal metabolism begins to decrease; and in different years the various organs and systems show losses in their respective abilities to function. Naturally such physical changes are accompanied by behavior changes. At the age of 22 years, the individual reaches his peak in rate and speed of learning; between 22 and 40, there is a slow decline in these abilities which becomes somewhat accelerated after forty. Certain "intelligence factors," however, such as comprehension and analytical judgment do not put in their appearance until much later.

A century ago, the population was about evenly divided between persons over 20 and under 20. Now adults outnumber those under 20 by two to one. Between 1901 and 1952, the life expectancy of the average individual increased from 49 years to 68 years; and the number of individuals 65 and over increased twice as fast as the general rate of the population. Such facts indicate that the superintendent is constantly confronted with the necessity of

Behavior Characteristics	University Students					Unselected Group of Adults				
	Fat	Muscular	Thin	Not Checked	Total	Fat	Muscular	Thin	Not Checked	Total
Affectionate	174	18	31	2	225	70	19	20	--	109
Critical of others	30	59	136	--	225	17	31	59	2	109
Excitable	42	58	119	6	225	24	11	72	2	109
Fond of the out-of-doors	4	211	4	6	225	2	99	6	2	109
Highly intelligent	17	37	157	14	225	10	12	87	--	109
Jovial	215	3	3	4	225	103	1	4	1	109
Physically vigorous	1	207	15	2	225	2	82	23	2	109
Popular	28	170	23	4	225	23	58	22	6	109
Quick	1	91	131	2	225	4	23	81	1	109
Reserved	41	20	159	5	225	26	17	58	8	109
Sensitive to criticism	112	28	75	10	225	57	15	34	3	109
Slow	206	2	6	10	225	100	4	4	1	109
Unexcitable	107	42	65	11	225	53	34	20	2	109

*Author's Study. April, 1955. Read table as follows: 174 of the 225 University of Rhode Island students and 70 of the 109 older adults associated affectionate with fat rather than muscular or thin individuals. Data based on class exercise with author interviewing students and students interviewing older adults.

TABLE 1. This chart attempts to show the associations between body types and certain behavior characteristics.

dealing with a growing percentage of adults, also that the adult group's average age is steadily increasing.

6. *The Capacity To Be Affected by His Environment and the Capacity To Affect the Environment*: The superintendent is not only affected by his environment; he, if successful, renders constructive services which shape the educational developments of his community. Therefore, his responses to his environment and the environmental changes which occur as the result of his activities determine his personality as perceived by the members of his community.

Conclusion

In the preceding paragraphs, three major propositions were advanced, namely: (1) that *personality weaknesses* are the major cause of discharges of superintendents; (2) that superintendents need to place greater emphasis upon the acquisition of desirable personality traits; and, (3) that *capacities for behavior* are means by which the superintendent acquires desirable behaviors in terms of personality, training, and experience. In the following paragraphs, four suggestions which the superintendent may employ to improve his personality are advanced.

First, the superintendent should take steps to achieve the best health possible within the limitations of his physique. A healthy body gives forth both physical and mental energy—such energies not only tend to increase the amount and quality of work performed but also constitute personality traits.

Second, the superintendent should have a *planned program for living*. This program

should include a *written* statement setting forth his goals in each major area of human activity and the information, attitudes, and skills necessary for the achievement of each goal. Until his program is reduced to writing, the superintendent will not have a dependable and workable guide. Moreover, unless the program embraces all of the eight major areas of human activity, it will be an incomplete program—i.e., incomplete in terms of his own needs and incomplete in terms of the community's demands. For example, consider a superintendent who limited his activities to two areas, namely the family and occupations; then ask "What chances will this superintendent have of being at harmony with himself and with his environment as long as he is uninterested in study, friends, and friendships, recreation, interracial relations, religion, and citizenship?"

Third, the superintendent should seek to merit *excellent* ratings in terms of the various general derived motives. (See Figure 1). Here it must be remembered that such motives are learned motives and that constant adherence to them produces behaviors which are the very core of personality. The superintendent, therefore, whose daily life reveals *excellence* with respect to these derived motives or personality patterns of conduct is the type of superintendent whom the community regards as indispensable.

Fourth, the superintendent should remember that preparation for a successful career requires more than training and experience. It also requires emphasis upon the development of the superintendent's personality.

A Successful School Bond Election

CLIFFORD F. HOLLER

President, Board of Education
Tonawanda, N. Y.

Four referendums in less than nine months! More controversy and more newspaper stories than any other single election in the city of Tonawanda, N. Y.! And this was the first time in the city's history that the public was submitted a proposed bond issue for the building of new schools.

The writer presents the pertinent facts of the board's program with the view that it may be of some guidance to those faced with a similar situation and with the question "is it better to present an entire program in one package, or to present the issue in smaller parts regardless of the admitted need?"

In the past 15 years only 14 elementary classrooms had to be added to our facilities. Communities all around us were in boom stages but ours grew only at a snail's pace. In spite of this, our board could see that it would not be long before our community would be in the same position and secured two sites at opposite ends of our school district for elementary schools at bargain prices. Some years before a foresighted board had purchased a 28-acre site overlooking beautiful Niagara River at the ridiculous price of \$500. Since then we disposed of five acres of this land for \$7,000. These facts are mentioned to reveal the conservative yet foresighted boards of education that prevailed in our community. We therefore had great confidence that the people would approve of any reasonable proposal for needed new schools. So that the public would not have to rely solely upon our own estimate of needs, we employed the Educational Research Center of the University of Buffalo to survey completely the present facilities of our system and estimate our future needs. Their 133-page report bore out our own predictions. But suddenly the school population increased so rapidly that by the time of our first referendum in January, 1955, enrollment had already reached the predictions for 1959.

The Proposal

The proposal asked for a new senior high school, the remodeling of our present high school to a junior high school, two new eight-room expandable elementary schools, remodeling and additions to our present 50-year old elementary and intermediate school and a small library to replace a former railroad station currently used for library purposes. The proposal called for an estimated expenditure of \$4,493,400 and

tax increase of about \$7.50 per \$1,000 of assessed valuation, or a total estimated tax of only \$27.80! We had every reason to believe that our proposal would be approved. It was defeated by 250 votes. Not a decisive defeat but a sickening answer to the children of our city by the approximately 2700 citizens who had the will and interest to cast their ballots.

Had we properly presented the program to the public? We thought we had because the program was presented to the people by:

1. Newspaper articles.
2. Brochures delivered in person to every home in the city by the PTA.
3. Public approval of the Citizens Committee, the Chamber of Commerce, the PTA, the Lions Club, the Knights of Columbus, The Exchange Club, The Realtors Association, church groups, and many others.
4. Talks by members of the board of education before practically every civic club, PTA group, and other groups such as the American Legion, etc.
5. A public meeting held at the high school auditorium.

We could see nothing that could be added to our procedure for presenting the program for the public's understanding so we gave ourselves four months to restudy the program and again presented it to the public, cutting the issue to \$3,932,400 by eliminating the library and the remodeling of the present high school. With the exception of remodeling our 50-year-old elementary and intermediate school into an elementary school only, the issue was defeated by a scant 60 votes! The remodeling proposal was approved by 307 votes. Our hopes were up!

Good sources informed us that the "no" votes never increase. We had only 60 votes to gain for the good of our children. The new issue would be cut nearly a million dollars from our initial proposal. So on June 29, we submitted a proposition for the remainder of our program in the amount of \$3,529,600, but not until we had written a letter to each of the 5720 eligible voters explaining the need and our proposed solution. Again a sickening result: Yes—1290, No—1306. The highest "no" vote of the three referendums and we needed a 60 per cent approving vote due to our current bonded indebtedness.

What To Do?

The board members were charged with presenting "package deals"; we were "stubborn"; "we did not need a new high school"; "double sessions were only threats by the board." The local press openly criticized us editorially and through the "Peoples Forum" that we were delaying the program by insisting on having things our own way. Our program had been approved by everyone except the voters but our message had fallen on vacant ears or our message had not been properly presented, or lastly, the public would not approve a large bond issue at one time.

When our school doors opened in September, one school had the kindergarten on triple sessions, two elementary schools had grades one through four on double sessions and we had "one way traffic" signs in our high school with over 900 students struggling in a building constructed 27 years ago for 650 pupils.

So . . . on October 5 we submitted to the voters with no fanfare, no speeches, no brochures, no sound trucks, and as someone remarked "no nuthin'," a proposition for a new 14-room elementary school, a new eight-room elementary school and the remodeling of our present high school (all at higher cost than our January referendum). The estimated cost to be \$1,770,040. With 5739 eligible voters only 349 voted "no"; 1196 approved our ideas.

We now wonder what is the best procedure; to proceed quietly but honestly as we did in our fourth and successful referendum, or to present every detail which may lead only to confusion and give rise to unjust criticism, delay, and defeat. A few years from now, no doubt, school-minded folks will realize that our first proposal was the best and most reasonable but that will only satisfy the ego of those who can say "I told you so." It will not have eliminated double sessions, short class hours, confusion at home, delinquency, and other evils of inadequate facilities during that period of time which it takes to convey to the people that foresight is always more admirable than hindsight.

Make your choice, brother board members, and may your kids always have the schools they need by the vote of the people, for this is as it should be in this good land of ours where we live and fight for what we think our children should have!

We PROVE Our Answer to the Reading Program

E. H. MELLON

Superintendent, Champaign Community Unit No. 4
Champaign, Ill.



Using phonetic keys, first graders in the Champaign, Ill., schools learn their vowels first and the long sounds before the short ones.

Using a new approach to teaching reading, five Champaign teachers of first grade three years ago began an experimental program using control and experimental groups. Today, 28 of our 29 first grade teachers, along with many second and third grade teachers are voluntarily using this system which a continual testing program has shown to produce consistently good results.

Although our boys and girls were reading well before, they are now reading better, reading more independently, attacking new words with real enthusiasm and independence, and showing genuine comprehension in all their reading. Too, they are consistently better spellers; they are good at alphabetization, and in use of the dictionary.

Margaret Henderson, director of Elementary Education, Champaign Community Schools, under whose guidance the program has been carried on, insists this is no panacea. But our teachers are using it, and it has indeed proved to be a key to independent reading. Several thousand test results—over 37,000 scores—have been tabulated and evaluated and show that to be so!

Five years ago our teachers and Miss Henderson began a study of reading materials then in use and new ones on the market. The committee studied many different kinds, and three years ago, before Rudolf Flesch's book came out, decided to use—in addition to some of the good material which had proved its worth—the *Phonetic Keys to Reading* materials.

Teachers Volunteered

Five teachers volunteered to begin the use of these books, workbooks, and charts, with accompanying teachers' manuals. Boys and girls in their rooms formed the "experimental group"; other classes of the same grade in their respective schools formed the "control group"—youngsters of the same racial and socio-economic groups. The following years these five helped more first graders through a method of vowel emphasis first, then consonants;

of teaching these youngsters early about prefixes, suffixes, and so on. And second grade teachers took up their share, keeping those who had started with this system together as much as possible; and last year introduction was begun in the third grade with the *Phonetic Keys* materials.

Last spring, after early test results indicated that this was an improved method, Miss Henderson suggested that the evaluation of the three-year program, the testing of those pupils who had begun with program and gone on in it, should be conducted by some one other than our teachers. This was done so there would be no element of help given unknowingly by a sympathetic teacher.

A trained group of examiners came over from the University of Illinois and gave the tests to experimental and control groups and computed the test results. Dr. Thomas L. Hastings, University Examiner and Technical Director of Evaluation Unit, Bureau of Educational Research, University of Illinois, and Dr. Theodore L. Harris, Department of Education, University of Wisconsin, were asked to serve as consultants.

With the wide variety of tests given, with the large number given, with the relatively large number in both experimental and control groups compared to those used in some studies, Dr. Hastings has pointed out that the consistently good results, with some pupils found to be reading nine months to three years or more beyond the national norm, cannot possibly be the result of chance and must therefore be due to this method Champaign primary teachers are using.

Writing in the *Educator's Dispatch*, October 20, 1955, Dr. Harris has said, "As a result of these differences in timing and emphasis upon certain basic aspects of reading, the pupil displays greater independence in reading at an earlier time than does the pupil in a conventional reading program."

Long hours were spent this past summer by Miss Henderson in working with Dr. Harris and Dr. Hastings as her consultants

in going over the vast number of test scores. She made up a series of tables, graphs, and charts relating to each of the different types of tests given. Among the tests used were: *Gates Primary Reading Tests*, *California Primary Reading*, *Metropolitan Reading Tests*, *Standard Reading Tests*, and *The Iowa Every-Pupil Tests of Basic Skills*.

Miss Henderson also gathered data from parents' responses to questionnaires, from teachers' responses to a different questionnaire and from their personal comments. She drew certain conclusions, which were concurred in by others who went over the data. These she compiled in a progress report given first to all the Champaign elementary teachers, and later to the board of education. Board members, Citizens' Education Committee members, reporters, and others were all impressed with the invariably fine results which had been obtained through use of this combination visual-audio approach to reading.

The Results

These results do not mean that the mentally retarded will be enabled to read as though they had average intelligence, but it does mean that many slow learners will become or are already better readers if they study under this method; it does mean that average readers become much better readers, and so on. The study is being continued to ascertain if the pupils retain their increased reading skills as they progress through their school program.

Impressed by the apparent efficacy of the "keys" method of unlocking new words, the Champaign board decided to have data and conclusions printed so others interested in improving their reading program might have the benefit of the three-year study-experiment, and of the compilation and evaluation of test results in the progress report. This printed 64-page brochure is available to interested board members and superintendents from the superintendent's office.

Personnel Policies and the Teacher Shortage

B. W. GORMAN

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The teacher shortage continues unabated. In many parts of the country the supply of qualified persons falls farther behind the demand each year. School systems have in circulation more "talent scouts" than professional baseball. Many school boards broadcast attractive and expensive brochures which list the splendid advantages offered new teachers who elect to work for them. These phenomena have been with us, in rising crescendo, to be sure, for a decade. Yet the teachers in sufficient numbers do not come. Furthermore, some of our largest cities, where salary schedules are presumed best, suffer most.

Quality Declines, Too

Not only are we losing the battle for the needed teacher supply. There is a steady decline in the average quality. Miss Amy Hostler, president of the Mills College of Education in New York City, recently warned the National Association for Nursery Education in session in Boston, that "by forsaking quality for quantity, we are intensifying the very problem we are trying to solve." Speaking further on this same issue, she said: "Let us send into the nation's classrooms men and women who are teachers rather than custodians, educators rather than caretakers. It is time to combat the assault on the dignity of our profession."¹ While Miss Hostler's institution trains teachers of young children, she voices a concern expressed by numerous leaders representing all levels of the educational effort.

Why should we today be no nearer to the solution of problems involving teacher shortage and teacher quality than we were five years ago? Is it possible that a considerable share of the responsibility lies with poorly conceived or outdated personnel policies? Are we treating the symptoms rather than the disease? Are we shortsighted? Do we continue to act on the basis of expediency while we bog deeper

¹New York Times, October 23, 1955, p. E9, as reported by Benjamin Fine under caption: "Teacher Quality Emphasis Urged."

and deeper into the conditions that make expedient action necessary? Are we traveling in a vicious circle? Do we look with seriousness at the long-range consequence of our acts? Is there something basically wrong with the teaching profession as now constituted, something which can be improved by the development of personnel policies of vision? What is wrong with the appeal teaching offers to the kind of person we want to attract and keep in the profession? We have shown great concern about having enough good schoolhousing to care for the pupils of 1965. Of course, we want it to be better than today's schoolhousing. Are we equally concerned about enough and better teachers for the increased throngs of 1965? How can modification of personnel policies help?

Tax revenues and new sources of school support consistently lag behind expanding school needs. Therefore, there is a tendency for all to be blinded by the financial aspects of the problem. Better teacher salaries, to be sure, is a part of the task, although those better salaries must recognize, as suggested below, certain facts now usually ignored. However, the salary issue is not the measure of the problem. It is neither the whole of it nor is it foremost, as many recent studies have shown. Finance is not the whole of the problem, although it is an essential part of many desirable improvements. Some of the most helpful proposals listed below would add less than one per cent to school board budgets.

Start at the Top

Generations of folk wisdom have recognized that water can rise no higher than its source. Yet educational leadership and educational statesmanship are too seldom sought and too little valued. School boards, composed largely of businessmen, are always tempted to seek in a superintendent of schools the same qualities for which they themselves are noted. The result is that they often employ a superintendent who is a business manager first and an

educator second. These qualifications must be reversed. The position of superintendent demands the rare combination of educational vision, diplomacy, unselfish spirit, and a real desire to be of genuine service to individual people as well as to society. Having found these qualities, the board should pay the man well and provide the help needed to get the job done. Too often the superintendent is expected to be three or four men rolled into one. If teachers are to have happy working conditions they must have inspired and inspiring leaders who are unharried by the vast array of trivial responsibilities which should be delegated to subordinates. A school board which cannot afford leadership should consider dissolution and merger with another corporation.

Another word of caution: This leader will deteriorate if he is too constantly on the job. He must be forbidden to be in the city he serves for at least four weeks each year. He must take time to withdraw and think, to attain new perspective. He should travel abroad occasionally and should seize unusual opportunities for further schooling in specialized phases of his work. In contrast to this, the superintendent of a midwestern city of 100,000 recently told the writer that he had been free from his job only two weeks since he had taken it nine years earlier. Four-day conventions do not give a man release from the pressure of his job.

The same care should be exercised in the choice of principals. They should be thorough students of the educational level they seek to serve. This principle would boldly question the common practice of transferring unsuccessful high school coaches who are nice fellows to elementary principalships. Elementary principals, if they are to enjoy the respect of their teachers, must be mature students of child development as well as the teaching of reading and the other elementary branches.

Help and Consultation Available

Supervisory and consultant functions

A higher salary schedule is only one factor of many that would help to solve the current teacher shortage.

are neglected or slighted in too many of our school systems. This is particularly true at the high school level, where the principal is too absorbed in the administrative detail of his five-ring circus. Of course, this is a situation which he cannot help. He usually has less secretarial help and less professional assistance than he needs. And besides, he cannot know enough about all the fields to be of much service to the teachers. It has been generally recognized for 50 years that intelligent supervision upgrades instruction. When instruction is improved and the vision of teachers is raised, teaching becomes a more satisfying job. All school systems should have well-qualified elementary supervisors. Local districts or small cities could well join with others to employ secondary school consultants in English, social studies, mathematics, and science. These persons could be morale builders by praising and encouraging good work, acting as clearinghouses for ideas and materials, and by organizing in-service training efforts, especially for beginners and teachers new to the system.

Clerical Service Needed

Even though we suffer from a drastic shortage of teachers and administrators, we tend to misuse the time and energy of those we have. A majority of our elementary schools and some of our junior and senior high schools are entirely without secretarial or clerical help. Others have too little. As a result, much teacher time is absorbed by routine clerical tasks: counting money, keeping attendance records, duplicating instructional materials, selling tickets and even accident insurance, cafeteria or extracurricular funds book-keeping, and the making or assembling of P.T.A. programs and invitations, to mention just a few.

The writer has just finished a study of clerical help available to Ohio high schools. Only 29 of 233 respondents indicated that they thought they had sufficient clerical help. Only a small minority of the schools represented have available electronic test scoring service. In the vast majority of high schools of all sizes the study shows that teachers keep the attendance records. In only half of the schools do the teachers have unlimited mimeograph service. Twenty-eight of the 233 schools have no clerical service at all. As mentioned above, the situation is far worse in elementary schools. Teachers have not been trained as clerks, but we hire them as teachers and then use much of their time in the performance of clerical duties.

Nowhere else in American professional life is this true. Look into the doctor's, lawyer's, architect's, or engineer's workshop. Observe the ratio of assistants or clerical workers to professionals. The teacher must not be expected to double as a clerk-secretary. A minimum and fair standard would set an early objective of one clerk-secretary to every ten teachers. At any rate, teachers should be relieved of all clerical chores as a means of increasing their efficiency as teachers and of adding to their professional dignity.

Salary Schedules

Current salary schedules tend to emphasize expediency and to bid for the beginning teacher. This policy gets teachers in but it does not keep them. A recent National Education Association research shows that the estimated number of teachers leaving the profession during the 1954-55 school year exceeded the newly qualified teachers who actually expected to take jobs by more than 28,000.² The great exodus from the profession takes place during the first ten years of service. In fact, a recent state-wide survey in Ohio showed that the greatest losses follow the fifth and sixth years of service. While marriage and the arrival of a family play their part in this loss, they contribute only indirectly to the loss of men, who find that the added responsibilities can not be carried on teacher income. A number of school corporations have brought beginning salaries to respectable levels. Increments, however, are not steep enough, and peak salaries are far too low. Salary scales will contribute materially to the professionalization of teaching only when the top salary is at least two and one-half times the beginning salary.

Substitute Teacher Plans

The substitute teacher plans of most school systems are seriously out of date. With few exceptions teachers are assigned on such a niggardly basis that no extras are regularly employed. For example, a school system which has 100 teaching posts employs just 100 teachers, although experience has proved that seldom will all 100 be able to be on the job at the same time.

No airline would try to run a 100 pilot schedule with just 100 pilots. The railroads have for many years had their "extra boards." Men on the "extra board" are in fact regularly employed and they receive the pay called for by the "runs" they

make. Contrast this with the mad scramble of school systems for any kind of substitute on a cut-rate pay schedule. Such a plan may have worked very well in the depression days of the thirties, when there was a large surplus of qualified teachers. In the 1950's it is disastrous and contributes notably to the school's disciplinary problems. This kind of substitute is too likely to be a sitter or attendant rather than a teacher. Consequently, everything that can be left for the regular teacher is waiting for her when she returns.

A recent nationwide study shows that the typical American substitute teacher serves about 29 days per year, has not taken a college course in almost 13 years, does not belong to a professional organization, and receives no better pay because of extensive teaching experience or training. It shows, too, that nearly 40 per cent of the school systems engage in the very questionable practice of *splitting* the regular salary between the ill absentee and the substitute.³ While the motive of taking care of the regular teacher is worthy enough, this is merely robbing Peter to pay Paul.

A school corporation of 100 teachers should employ at least 102 teachers. The extras, when not needed as stand-ins for absentees, might assist teachers who have large classes, who are conducting field trips, or who are engaged in special projects or curriculum study. They might be available, too, to relieve the teachers who are carrying heavy committee chairmanships or other specialized but important responsibilities. Furthermore, such a plan would provide substitutes who could be expected to be loyal, interested, and to understand the objectives toward which the school system is striving. The hit and miss, catch-a-day, catch-a-week substitutes as now conceived would still be needed, but much more rarely.

Professional Status Neglected

Finally, the teaching profession needs more than anything else to regard itself and to be accepted and treated as a profession. Teachers must be regarded as leaders and executives. No one will question the proposition that it takes executive ability to manage and instruct a group of 30 to 40 young Americans. This is a matter which boards and representatives of teacher associations need to sit down and discuss together, for teachers and teacher groups have a grave responsibility for professionalization and professional behavior. However, boards and superintendents expect professional behavior while frequently treating the teacher as a hired hand. One of the ways in which such treatment manifests itself is in personnel policies that are completely inflexible.

For example, some school systems have a rigidly enforced regulation against the

²N.E.A. Research Division. "The 1955 Teacher Supply and Demand Report." *The Journal of Teacher Education*, March, 1955.

³Research Bulletin, National Education Association, Vol. 33, No. 1, Washington, D. C., Feb., 1955.

release of teachers, with pay, from regularly assigned duty for attendance at professional meetings and short workshops designed to upgrade them. The one common exception to this rule is the state teachers' association convention. This policy is indeed professional shortsightedness. Of course such release must be managed with discretion. It is not to be done willy-nilly. This does not mean that it is not to be done at all. Superintendents and boards must not seek, through rules, escape from the obligation to use their individual and collective judgment. They have an obligation to aid teachers in all honest efforts to heighten their vision, increase their "know-how," and to deepen their educational insights. Teaching is a job which demands periodic inspiration. Teachers who do not have a chance to get it will lapse into mediocrity. Mediocrity begets a sense of futility and a desire for escape. Hence professionalization and status fly out the window.

How Do We Get It?

Forward looking superintendents have long recognized the inadequacy of their in-service education efforts and seek all the help they can get. For example, a small city superintendent several years ago persuaded his school board to release two elementary teachers from their duties and to pay their expenses to the annual convention of The Association for Childhood Education. Never, reported the superintendent, had he seen the morale and professional spirit of two teachers so lifted, although the total cost to the board was less than \$200. Five years later, when his work had moved him to another state, this superintendent was telephoned by one of the two teachers who happened to be passing through. During the course of the conversation she referred with obvious pleasure to the above-mentioned national convention, declaring it to be the most helpful experience of her professional career. It appears that the small investment which this school board made in the professionalization of two teachers is destined to accrue educational dividends to that community for years to come.

The writer is acquainted with another superintendent who annually is allotted generous expense money to attend the annual convention of the American Association of School Administrators. However, instead of spending this allotment all upon himself, he secures the school board's approval to take a couple of other staff members or teachers along, all three riding the day coach to the convention city. Thus the inspiration of such an educational assembly is gradually spread among staff members to raise morale and professional status. Although the salary scale of this less than wealthy city consistently has been lower than that of most similar size cities in the same state, this superintendent has managed to keep his schools staffed with

well-qualified teachers. These two situations indicate what is perhaps the single best investment of \$500 or \$1,000 per hundred teachers per year that a school board could make in teacher morale and professional spirit, to say nothing of the improved instruction which follows enlarged vision.

Before many years have passed, we are destined to have increased numbers of international conferences which deal with all sorts of educational problems. Teachers associations and school boards must plan to make sure that participation in such conclaves generously represents the grass roots of our profession. Such participation begets better results and adds to teacher status and dignity.

There are other ways by which school systems may accord teachers professional recognition. Numerous civic organizations stand ready to co-operate. Local industrial concerns will underwrite summer scholarships and foreign travel for teachers of high purpose and demonstrated leadership. School systems and communities must find

appealing ways to recognize and honor both long and distinguished service, for the sake of the profession if not for the sake of the individual teacher.

Much progress has been made. School administrative procedures become ever more democratic. The Ford Foundation travel and study grants have helped. The foreign exchange teacher plan has added a note of interest. However, all of these are not enough. We are scarcely holding our own in quantity and quality of teacher supply. All the vision we can muster is not too much. We must re-examine school personnel policies and make wise, courageous changes. We must work toward a vision of the kind of teacher we want to see in our schools ten or twenty years from now. Above all, we must lift teacher morale. We must elevate the professional level of the practitioner by every and all means within our reach. One plain fact is clear. If American education is to continue to advance, teaching must hold greater and more permanent appeal to a larger number of superior people.

A STAFF PANEL REPORT TO THE BOARD OF EDUCATION

C. E. OLMSTED*

The question of making an adequate report to the board of education is one which faces each school administrator at least once a year. Various devices have been employed and many reams of paper covered with a multiplicity of data, but always there remains the question of just how much such reports are studied and how much information really becomes useful.

With the coming of January 1 and all of the "State Of The Nation" reports from the top on down, it occurred to this battle-scarred school principal that perhaps the members of the board would like some information directly from the staff heads and not a rehash from the mimeograph machine.

On the evening agreed the board members and staff members gathered in the Homemaking Room for dessert and coffee (a technique recommended and designed to put people at their ease and assure their attendance). After a pleasant half hour the two groups assembled in counterpoised rows of chairs and tables and the panel report began. The panel consisted of 11 staff members: people in charge of trans-

portation, building and grounds, cafeteria, health, attendance, adult education, guidance and three principals in charge of kindergarten, elementary, and secondary education. This weary administrator sat in the middle with the coach's basketball time clock and a mallet and timed the advance speeches to a strict five minutes. Fifteen minutes (actually extended to about 45) was allotted for a question period. The principal's secretary was present to set down the substance of the question and answer period.

Some thought is being given to a publication for district wide distribution based on the reports and facts brought out in the question and answer session.

In retrospect, certain observations may be of help:

1. Five minutes is far too short a time to allot to a staff member for a report.
2. A division of the staff into two or more groups is indicated.
3. A more detailed outline for each panel member to follow would be helpful.
4. A consideration of the benefits of using this device for a public meeting might be in order.

By and large it proved to be a worthwhile technique for our particular situation.

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The Persuasive Role of a Board of Education

ROBERT H. SNOW

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II

Educational Leadership and Propaganda

Propaganda has been defined as "a method used for influencing the conduct of others on behalf of predetermined ends."¹ Many existing practices of boards of education fall clearly within such a definition. Utilization of propaganda is apparently a normal and necessary aspect of public school administration. Therefore it seems rather naïve to contend that propaganda has no place in the operations of a school system. Although academic taste may be repelled by techniques which are commonly associated with the market place and the arena of party politics, respected leaders in education have been engaging in propaganda since the days of Horace Mann.

Boards of education must choose among three courses of action:

1. They may conduct school affairs arbitrarily, with little regard for public acceptance. Within limits, they have temporary coercive power which they may exercise until driven from the power position by hostile public reaction. It is obvious that such a course is inconsistent with democratic practice and would severely limit the development of a good school system.

2. They may refrain from initiating any projects which would disturb the status quo. Under such conditions it is probable that the school system would rapidly deteriorate.

3. They may attempt to convince the public that certain measures are desirable.

Instead of deploring the persuasive efforts of school boards or attempting to disguise the true nature of these activities, it might be more advantageous to recognize propaganda as a legitimate adjunct to sound school administration. We may then consider its rightful place in the total pattern of school operations.

¹Burns, James M., and Peltason, Jack W., *Government by the People* (New York: Prentice-Hall, 1952), p. 303.

To inquire whether a school system *should* use propaganda is tantamount to asking a man if he *should* breathe. The public schools must engage in persuasive activities if they are to survive, and a recommendation that schools refrain from all propaganda is an invitation to suicide. If we believe that public schools should continue to exist, we must grant them the prerequisites for survival. Lippmann states that "persuasion has become a regular organ of popular government."² Pimlott suggests that agencies of government "cannot dispense with modern techniques of mass information and persuasion."³ Cutlip and Center speak of the necessity for persuasion to "pave the way for non-coercive compliance," and to "win consent for new laws and new reforms."⁴

On the other hand, there are undeniable hazards to a democratic system in the indiscriminate use of propaganda by agencies of government. It has been pointed out that "propaganda operates to end discussion and reflection."⁵ Processes which limit the full consideration of public issues, examination of all relevant facts and the free exchange of opinion may result in faulty decisions. There is a temptation to justify "slanting" in school publicity on the grounds that the objectives sought are

diency in the interest of noble goals becomes moral rectitude. Such thinking is based upon the assumption that the protagonists of particular reforms and particular solutions to problems "know" what is in the general interest. It also overlooks that fact that the means we use will determine the ends we achieve.

Therefore, it would appear that a sound policy for a board of education to adopt regarding persuasive action lies somewhere between the two extremes; on the one hand, complete abstention from all efforts to influence opinion and, on the other, unrestricted use of propaganda techniques. Such a generalization offers little guidance to harried school officials under constantly mounting pressures to contrive immediate solutions for complex and difficult problems. There is need for a more precise definition of role. As never before, school boards are finding it necessary to practice "the engineering of consent." If they are to do so with any degree of conviction they must establish, in this sphere, firm bases of operation consistent with their broader purposes. The following statements are offered as guiding principles in such policy formulation:

1. School authorities should draw a clear distinction between the primary function

The second part of Mr. Snow's discussion considers the use of propaganda in school administration and offers six guiding principles in forming publicity policy . . .

so righteous, so much in the interest of children and the future welfare that slight deviations from complete accuracy are to be condoned. Ends justify means. Expe-

²Lippmann, Walter, *Public Opinion* (New York: Macmillan Co., 1944), p. 248.

³Pimlott, J. A. R., *Public Relations and American Democracy* (Princeton: Princeton University Press, 1951), p. 72.

⁴Cutlip, Scott M. and Center H., *Effective Public Relations* (New York: Prentice Hall, 1952), p. 7.

⁵Blumer, Herbert, as reported in Schramm, Wilbur, *The Process and Effects of Mass Communication* (Urbana: University of Illinois Press, 1955), p. 377.

of a school system as an agency of education and the supplemental persuasive activities which enable it to gain the necessary co-operation and support to carry out this primary function. When funds are appropriated to pay the salary of a publicity director, to produce an "interpretive" film, to prepare "explanatory" printed material, justification is frequently given in terms of the need for keeping the public *informed*, helping people *understand*. In other words, persuasive activities are classified as a part of the educational services which the board

is obligated to provide. To insist that education and propaganda are one and the same, or that the distinction between them is a matter of degree rather than of kind, leads to confusion and insincerity. Indocination has no place in an educational program and the methods of education are unsuited to persuasion.

2. It is likewise a mistake to consider that persuasion and "public relations" are identical, or that persuasion is a method whereby desirable public relations are achieved. A sense of mutual identification, of true rapport among those who are working together for common purposes, derives from the intrinsic operations of a school system. Public relations are enhanced as greater numbers of people establish firmer bonds of identification with an enterprise through participation. We must resort to persuasion only because this sense of mutuality is incomplete, because of the social and psychological distances between people. It is a form of manipulation, directed toward those who are "outside" the enterprise. As our public relations improve our need for persuasive action diminishes.

3. Sound decisions are end products of thorough study, deliberation, the weighing of alternatives. Persuasion starts with a conclusion, a final judgment that a particular course of action is desirable.

As a responsible public body today, a board of education is obligated to make certain that its recommendations have been preceded by ample study and reflection. It has no right to promote measures which have not been adequately considered, to short-circuit the arduous and time-consuming processes of decision making. In this respect we find a sharp contrast with commercial practice wherein those who market the product assume little responsibility for

its quality. Educational leaders can legitimately recommend only those courses of action which are based on considered judgment. Persuasion must always be regarded as the final stage in an extended sequence of activities.

4. The efforts of a board of education to influence opinion should invariably manifest attachment to high standards of taste, rationality, and fair play. Flamboyant devices to gain attention, appeals to fear and prejudice, imputation of base motives to opposing interests, trickery, and deception must be rigorously avoided.

Such an admonition can, of course, be supported on ethical grounds. More pertinent to this discussion is the fact that if the board violates accepted standards it will defeat its own purposes. Educational institutions occupy a unique position in our society. They are generally regarded as beneficent, worthy of respect, symbolic of man's higher aspirations. They are associated in the public mind with other esteemed institutions—the church, the higher judiciary, the more dignified professions. Certain patterns of expectancy have become established defining appropriate forms of behavior within these institutions. Educational leaders are expected to conduct their affairs in keeping with this idealized concept, and they deviate at their own peril.

Practices which are considered entirely acceptable in a commercial setting will appear as extreme violations of good taste if they are adopted by a school system. Boards of education cannot afford to alienate supporters or dissipate their advantages of status through inept approaches.

5. Persuasive efforts will be largely wasted unless they are closely co-ordinated with the total school program and the long

range planning of the educational system. Too frequently boards of education find themselves in the awkward position of advocating courses of action which negate convictions previously expressed. When constituents discover that measures which were represented as being of vital importance six months ago have since become inconsequential, and that now a totally different course of action is required, they are apt to discount future appeals. Formulation of proposals without reference to broader issues will result in similar inconsistencies, sporadic and ill-timed promotional campaigns. Without a comprehensive plan minor objectives may be vigorously pursued while major problems are neglected.

6. Effective steps to influence opinion must be based upon an accurate appraisal of community attitudes and values. Generalized impressions, conjectures, superficial assumptions will not suffice. School officials need an intimate understanding of how people think and feel about their schools, what interests are represented, what convictions are held. It is futile to seek support for a course of action which conflicts sharply with established mores and traditions, ridiculous to expend energies arguing the merits of a proposal that people are quite willing to accept. Methods of persuasion which may be highly effective in dealing with certain segments of the community may be valueless with other groups.

Organized procedures for securing information are essential. Through advisory committees, opinion surveys, personal contact, thoughtful and continuing study of community attitudes, a board of education may gain the inside and sensitivity needed for educational leadership.

A Working Board of Education



SWARTHMORE-RUTLEDGE UNION SCHOOL DISTRICT BOARD

Currently studying the needs for expanded facilities is the Swarthmore-Rutledge Union School District, the first such united district in Delaware County, Pa. From left to right: John F. Spencer, treasurer; Carl Anderson; David J. Vint, vice-president; Donald P. Jones, president; Mrs. Mary S. Spiller; Professor Samuel T. Carpenter, secretary; and S. Clayton Wicks.

Albuquerque's Retiring John Milne —

Frontier Schoolmaster

TOM ERHARD

Public Relations Director

Albuquerque, N. Mex., Public Schools



A successful Albuquerque, N. Mex., coach didn't apply for a recent vacancy at the state university. "They can't offer quite enough security," he smiled. "I'm looking for a job offering at least a 45-year contract."

The "coach" — John Milne, superintendent of the Albuquerque public schools — has earned his reputation of sticking to a job. In fact, when he retires July 1 of this year, he will have completed 45 consecutive years as superintendent. This is a national record.

Milne was a successful coach. In 1907, as a young grade school teacher in Albuquerque, his basketball team beat the high school. He has jokingly reminisced: "That's why they made me high school principal the next year." He capped his "coaching" career with a high school triumph over the university.

But coaching has been a drop in the bucket in Milne's career. Under his guidance the Albuquerque public schools have become one of the nation's foremost systems.

Albuquerque Today

Here's today's picture: Albuquerque, a city of 170,000, is growing so rapidly that even the wildest estimates of expansion look foolish in a few years. The city is creeping over an enormous mesa extending from the Rio Grande Valley to the foothills of the 10,000 foot Sandia Mountains. Space is there, and newcomers fill more of it each month.

Staying abreast of this growth has been "the" problem for the alert board of education which relies heavily on Milne's advice. Associates have laughingly said Milne's Scotch ancestry has helped in his

many shrewd land purchases making good school sites available at low prices. The system has 64 schools with at least a dozen more already planned. Here's an example of the rapid growth: two elementary schools opened at the edge of town this January. In neither case did any "community" surround the schools which were set off on the open mesa or tableland. Yet Milne and the board knew what they were doing; on opening day both schools were absolutely full!

More than half the schools are less than five years old, with yearly bond issues and federal aid helping with the cost. At several times the system opened with a few half day sessions, but always was able to provide a full day of schooling for everyone by the end of the year.

What is the teaching situation in Albuquerque? Good enough that qualified new teachers keep coming in large numbers despite national shortages. Salaries begin at \$3,600 with substantial raises. There are no witch-hunts or book-burnings. Academic freedom is not a gnawing issue, because the teachers have always had it and not abused it.

Harmony has existed from the top down and the bottom up. Through the years Milne and the board have put the children's problems first, and a strong bond of co-operation and mutual respect has always existed. Politics has not pushed into the school system. The schools have operated smoothly and efficiently even when occasional municipal groups have felt the wrath of public opinion. Principals and teachers have been reassured by strong leaders.

The system isn't perfect; and it is continually engaged in self-evaluation,

aware of the headaches to come in the next decade. Yet it does have many strong points.

More than 13,000 of the 39,000 youngsters participated in last year's summer program which included academic courses, vocational training, music, and a rich and varied offering of recreational activities. Recently purchased land in the nearby Sandia Mountains will eventually make summer camping possible for everyone.

Segregation hasn't existed for many decades. In fact Milne was responsible, in earlier days, for bringing in children from other cities where they were denied educational opportunities. Nobody worries much about races, creeds, or colors in this cosmopolitan system.

Under the careful surveillance of the guidance department, handicapped children are integrated into the regular academic program. "First thing you know," Milne has snapped many times, emphasizing his point by pounding the arms of his chair, "some people will want us to set aside special classrooms for this group, special classrooms for that group, and we won't have any more 'regular' classes. The kiddies will all be 'special' instead of part of the gang."

A large team of teachers, principals, nurses, counselors, and other specialists work with those children with handicaps who, within their capabilities, participate with their own groups with tremendous success.

Another example of Milne's positive philosophy is in languages. Albuquerque is partly bilingual, and at times townspeople have referred to the "language handicap" of Spanish-speaking youngsters. Milne has always insisted this is a "language asset,"

**The story of education in the Albuquerque schools is
the story of retiring John Milne, who served
as this city's superintendent for a record 45 years.**

and has encouraged a curriculum to make life more enriched for the children with a bilingual heritage.

Despite a lack of compulsory regulations, science study is above the national average. More than 60 per cent of the secondary students do heavy work in mathematics or science . . . and like it. Traveling high school science troupes to grade schools are among a number of stimulants which have helped Albuquerque produce more than its share of mathematicians and scientists. In the national scientific drouth, Albuquerque is an oasis.

A full time school FM radio station broadcasting high caliber instructional programs into all classrooms has been supplemented in recent years by considerable television programming.

The Men Behind Progress

Educational progress like this doesn't grow like Topsy. Someone is responsible. From the school board on down, those "who know" give considerable credit to Milne. His history is the history of public education in Albuquerque, and to a large extent, the state. Who is this man and where did he come from?

Born in Scotland on August 4, 1880, John Milne came to the United States as a child and was graduated from the State Normal School in Milwaukee in 1904. His first taste of educational work had come as a midwest country school teacher from 1899-1901, and he was principal in Milford, Wis., in 1904-1905.

A year later he arrived on the frontier. Look at this town of Albuquerque with its "big" system of five schools: a brawling little railroad village in the Territory of New Mexico, this *was* the frontier and didn't join the Union until 1912. It boasted at least one recorded visit from Billy the Kid and had a future dim in comparison with several booming mining towns now only memories.

Yarns by the score have evolved about Milne, the frontier schoolmaster. Today's editor of the evening paper smilingly threatens "to expose that old cattle rustler running our schools." His oft-told yarn concerns an early day Milne trip into the southern mountains. He met a party of cowboys, traveled with them for a few days and later learned they were fugitive cattle rustlers. The legend now says Milne parted company with them in the nick of time before frontier justice arranged the conventional "necktie party."

Many other good stories also have a basis in fact. When one board member

suggested that the new superintendent, after a year on the job in 1911, be granted a raise of \$200 from his original salary of \$2,000, another board member expostulated, "No man in the world is worth \$2,200!" That later board members realized Milne's true worth has been shown in steadily increasing salaries not only for him but for all his teachers.

For years Milne, with his office at the city's one high school, drove a Model T Ford. Alert students soon discovered they didn't need a key to start the car. Day after day Milne had to hunt for his car after the mischievous youngsters hid it behind the school. Once, in a hurry, Milne called the police who promptly bawled him out: "Mr. Milne, don't bother us about that car. You *know* it's hidden right behind the school!"

"I daresay I drove every 'little dickens' in town in that car at one time or another," Milne reminisced about the days when the schools were less complicated and he knew every child personally.

But the passing years haven't slowed him down. Now, his car new yet matched in power with his own abundant energy, he visits several schools daily. While much younger supervisors bundle in heavy coats during the winter, "Uncle John," as he is known to his 1500 employees, simply plops his conservative version of a ten-gallon hat on his iron gray hair, walks slowly and deliberately out the door, and goes about his business.

Many children, of course, still know him. But on occasion when a hall guard refuses to let him wander about a school without identifying himself, Milne beams. One of his sternest precepts is to protect the children from strangers at all times. Nobody grumbles about those rules on which he is adamant; they are in the best interests of his "children."

He didn't always have to visit his schools. "Some years ago our administrative office was not too many blocks from



The progress in the Albuquerque, N. Mex., schools under the guidance of John Milne is aptly captured in views of two of Albuquerque's schools: the typical adobe school of the past shown above (now no longer in use), and the new junior high school shown below. The fact that more than half of the city's 64 schools have been constructed during the last five years point up Albuquerque's major problem of expansion, with the city quintupling in size since 1940.



an elementary school. We had a nice lawn, a tempting spot for the kiddies to play every afternoon. For several years their favorite game was 'school.' When they began playing at whipping each other, I didn't have to ask the teachers about their disciplinary methods," he smiled. "Anyway," he continued, "it was better the next year because the kiddies only stood 'in a corner' near a tree outside my window. We were making progress, even then."

The Facts

Much of Milne's history is fact, untouched by legend. He obtained his B.A. from the University of New Mexico in 1929, an M.A. in school administration from Columbia in 1932, is in "Who's Who in America," was president of the New Mexico State Board of Education from 1928-31, and again is chairman this year. A former president of the New Mexico Schoolmasters Club, he is a member of Phi Kappa Phi, Pi Gamma Mu, and Phi Delta Kappa.

He founded and edited for two years the New Mexico School Review, now the slick monthly magazine of the New Mexico Education Association. He has also been secretary of the N.M.E.A.; sectional chairman, member of the resolutions committee and vice-president of the N.E.A.; state director of the A.A.S.A.; and regional director for Columbia's Bicentennial.

Under his leadership good sick leave and teacher insurance plans were begun and expanded, and he helped in the state retirement planning. He was also instrumental in bringing about legislation in 1935 that has set aside money from the sales tax to help support all the state's schools.

Milne also brought North Central Association accreditation to New Mexico's schools, even though a letter from the Association in 1914 tactfully advised Milne to look elsewhere for accreditation because of "... the condition of education in New Mexico." It took until 1917 to obtain North Central rating which has since been maintained. Parents, moving in from other states, often say the Albuquerque schools seem to be almost a year ahead of some systems in other states.

Times have changed since Milne and the board protested to the city before World War I, asking that the horse drawn streetcars not be allowed to turn so rapidly at the high school's corner. The noise distracted classes, and the racing streetcars endangered the students! The city may not have heeded the streetcar protest, but they usually have listened closely to Milne's comments. He knows Albuquerque and New Mexico. For example, a few townspeople thought the two most recent schools would be white elephants, but John Milne knew better.

By legend he has always been "tougher" than he seems. Let Dr. Eldred R. Harrington,

Albuquerque's director of secondary education and a nationally known science teacher, tell the story:

"Twenty-seven years ago, when I was a high school sophomore, I remember when the superintendent had just finished talking one of our toughest seniors into the narrow path of righteousness. The resentful senior said he was going to punch Mr. Milne in the nose; but another senior cautioned him, saying the superintendent was an ex-prize fighter who packed a tremendous wallop and had seriously injured several boxers. The informer was serious enough, and the tough guy was impressed; so was I. Perhaps the information was the real McCoy. I have never found out. Regardless of the story, we do know that the superintendent of schools does pack a tremendous educational punch, and that the schools are among the best in the nation because of it."

Already Rehired

Albuquerque won't lose the complete impact of Milne's "educational wallop" when he retires. The board has already announced that Milne will be re-hired as an educational consultant, especially in the fields of school expansion which have taken up so much of his time in the past ten

years.

Milne's successor will be Dr. Charles R. Spain, who comes as dean of the College of Education at the University of New Mexico. Before that he was president of Morehead State College. Eager to maintain the high level of education, the board is making the change slowly after Milne expressed the wish to retire. For six months Dr. Spain remained at UNM; for the current six months he is serving as Milne's consultant; and next July he becomes superintendent, with Milne becoming the consultant.

Milne will move into a new office, especially converted from an equipment sample room in the new administration building (see March, 1955, SCHOOL BOARD JOURNAL) on July 1. "Dr. Spain is the 'sample' this semester; next year I'll be the 'sample.' It will be nice there," Milne says. "I can look out at the mountains and loaf a little."

But nobody believes that; Mr. Milne never has loafed in 45 years. He doesn't believe in resting on any laurels, because the never ending problems must be solved — so his 39,000 "kiddies" can have every educational opportunity. Albuquerque thinks he should stick around and help for another 45 years.

CHIMES FOR TIME SIGNALS

F. H. GILLESPIE*

Life in America is regulated from morning to evening by bells, bells, bells! Beginning with the jangling of the alarm clock to that late telephone call which gets us up after we have retired, the average American is constantly subjected to the tyranny of bells, buzzers, sirens, and other such punctuators of the flow of time.

Much has been done during the past twenty years in the realm of schoolroom lighting to develop classrooms with artificial and natural light conducive to healthful and happy working conditions for children. There is no doubt that such efforts have paid off in physical comfort, less tension and strain, better posture, and increased learning. In decorating of classrooms and in finishing fixtures similar progress has been made with equally desirable results. In fact, proper lighting was found to depend much on proper color schemes and reflection qualities of finishes. Even in the realm of sound much has been done in the acoustical treatment of rooms; but for some reason or other the signal bell has been overlooked or accepted as a necessary evil in planning schoolrooms.

The only purpose of the classroom bell or buzzer is to signal the beginning or close

of a period of activity. In gymnasiums, some shops, and certain other areas where noise may be great, a loud sounding signal is possibly necessary, but in the normal elementary classroom, at least, there is seldom need for a loud signal.

There have been school boards which have quietly eliminated the commonly accepted harsh time signals and have installed other less jarring indicators of the division of time between activities of the day; however, to date there seems to be no general trend in that direction. In 1950, when the present Woodlawn elementary school was constructed in Monticello, Ind., consideration was given to this matter with school people presenting the possibilities of using either red and green signal lights or pleasantly-toned chimes to replace the buzzers or bells. The use of lights seemed to be too radical a departure at the time; therefore, it was decided to use chimes. When an addition to the school was constructed this past summer, chimes were again used for time signals in the new classrooms.

Monticello teachers and school officials are convinced that the use of softly sounding melodious chimes contribute much to the atmosphere of the Woodlawn school. Children in this school where chimes are used seem less jumpy and under less tension. The quieter signals seem to encourage quieter communication and movement on the part of the children.

*Superintendent of Schools, Monticello, Ind.

Fixing Tax Collector Compensation by Board Action

STEPHEN F. ROACH

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As a general rule, the courts have tended not to overturn actions based on discretionary powers of school boards; unless the circumstances patently require it. But because of this very uncertainty—since only the judiciary itself can determine when such nullifying action must be taken—school board members are frequently sincerely concerned with their exercise of those discretionary powers assigned to them by their state statutes.

An interesting example¹ of this aspect of school board operations was decided recently in the Supreme Court of Pennsylvania.

Facts of the Case. The 1954-55 budget, as adopted by the Luzerne Township Board of School Directors, provided for payment of the district's collector of school taxes at a commission rate of 5 per cent of the collections. The commission rate, which had been raised from 2½ per cent to 4 per cent in 1950, had been again increased to 5 per cent in 1951.

McKinley *et al.* brought suit to nullify the board action in continuing the 5 per cent rate in the 1954-55 budget, after the board (at a meeting on May 26, 1954) had heard and turned down a taxpayer's protest against the continuance. This latter suit was successful, and the board resolution fixing the 5 per cent rate was declared null and void. The board was also restrained from paying compensation to the collector in excess of 2½ per cent during the discount periods and 5 per cent thereafter.

That decree was now being appealed by Broadwater, the township tax collector, who in 1953 had been re-elected to the position for a four-year term.

Issues in the Case. This litigation presented two questions of interest to those concerned with school board operations.

1. Had the lower court the power to change the rate of commission after the election and qualification of the tax collector?

2. Did the board of school directors abuse its discretion in fixing the commission at 5 per cent of the taxes collected?

Findings of the Court. In its consideration of the first issue the present

court noted that existing statutory provisions of the Pennsylvania law would have prohibited the school board from reducing Broadwater's compensation by resolution after August 21, 1953. Hence any such action—had it been taken at the time of the taxpayer protest on May 26, 1954—would obviously have been unlawful.

"It is clear, however," the opinion continued, "that the limitation imposed by the statute applies only to action by the taxing district or tax authorities"—i.e., the Luzerne Township Board of School Directors—"and not to action by the court." Thus saying, the present court held that the power to change the commission rate had, in fact, resided in the previous court.

Broadwater had also contended that, because notice of the school board's budget for the school year 1953-54—which provided for the 5 per cent commission—had been published before adoption, without any protest being made thereto, the budget could not "thereafter be assailed." To this the court held: "There is no merit in this contention. The lack of such a protest is not a bar . . . to a subsequent attack in court, nor is there any statute of limitations preventing or in any manner affecting the institution of the present proceedings."

The opinion then turned to the second question at issue: Whether the court was justified in ordering the board of school directors to reduce the compensation, as had been directed in its decree.

In this connection the findings held that while the court's power to take such action was firmly established, the court could not merely substitute its judgment for the board's exercise of the related discretionary power assigned to the board by existing statute. However, the opinion went on "[There] is no doubt but that, when it clearly appears that . . . directors [are] guilty not merely of an error of judgment but of a misapplication of law, or a clear abuse of discretion, or arbitrary and capricious action of any kind resulting in an unlawful expenditure of public funds, the court may and should intervene for the protection of the public."

After noting that under the increased rate Broadwater averaged \$9,952.12 annual compensation from the school district alone; that his bonding, postage and printing expenses were paid for by the district; that at least 75 per cent of township taxes

were paid by five large coal companies (the collection of which required little or no effort on the part of the collector); and that Broadwater's compensation had, in fact, exceeded that of the County Commissioners, as well as that of the judges of the County Court of Common Pleas, the present court upheld the lower court opinion that: (1) The rate of commission payable to the collector should not exceed the 2½ per cent rate (during the discount period); and (2) the school directors, in fixing the compensation at 5 per cent, were guilty of an abuse of discretion, and had acted arbitrarily and capriciously in allowing a compensation, which, in the eyes of the court, "was wholly disproportionate to the amount of work involved and was grossly excessive."

Significance of Case. From the point of view of day-to-day school board operations, this opinion suggests the following judicial principles as being of general application.

1. The courts possess authority to overturn actions taken on the basis of a board's discretionary powers.

2. The courts may act to nullify a board's exercise of a discretionary power when it clearly appears that the board action was a misapplication of law, an abuse of discretion, was arbitrary and capricious, or resulted in an unlawful expenditure of public funds.

3. The lack of protest against a particular school board budget, prior to its adoption, is no bar to a subsequent court attack on that budget.

In addition, the following principles appear particularly applicable to Pennsylvania boards: (1) The statutory provision limiting the time period within which board action can be taken to reduce the compensation to be paid the collector of school taxes is not applicable to a court review of such action. (2) Board action fixing the compensation of the school tax collector at 5 per cent of the taxes collected was grossly excessive, and an abuse of the board's discretionary powers. (3) A board is justified in rejecting, on statutory grounds, a taxpayer's protest against the continuance of the commission granted its tax collector (by board resolution), even though that commission is subsequently held to be "grossly excessive," and the board's action in granting it is nullified as "an abuse of discretion."

¹McKinley *et al. v. School Dist. of Luzerne Township, and Donald Broadwater*; cited as 118 A. 2d 137 in the National Reporter System.

A New Accent on Educational Research

ELAINE EXTON

Recognizing that "a vigorous and far-sighted program of educational research . . . is basic to all endeavors in improving education," the President in his special education message to Congress last January called it "imperative that we now give renewed attention and support (to this sorely neglected field) to the end that the country may have a sound, factual basis for identifying and analyzing (education) problems and finding solutions."

Increased Appropriations Sought

The federal budget for the fiscal year starting July 1, 1956, proposes the largest increase ever recommended for peacetime operation of the U. S. Office of Education at one time. The \$6 million sought is almost double the amount that Congress appropriated for the Office a year ago (\$3,240,000), with educational research claiming the lion's share of the new funds. The House Appropriations Committee has approved more than a \$1 million boost for salaries and expenses for the Office of Education, allowing \$4,500,000 for this purpose.

If Congress approves the Administration's full plan, however, less than half of the \$2,573,155 tagged for Research Services would be used for the salaries and expenses of the Office of Education proper. Approximately \$1,500,000 would be spent in the field on contracts and jointly financed co-operative research arrangements with colleges, universities, and state departments of education.

Appropriations permitting, a total of 150 new professional and clerical positions might be created in the Office. Fifty of these would be added to the Office of Education's Statistical and Research Services Branch thereby tripling the staff now assigned to the collection and publication of basic statistics on education in the United States.

The estimates provide for a project director and a small supporting staff of two or three persons for each of the ten proposed co-operative research projects discussed later in this article. 48 people are budgeted for this purpose (\$273,330) under a flexible arrangement which permits their temporary employment in the U. S. Office of Education in Washington or at the co-operating institutions in the field.

Commissioner Brownell reported to a Congressional Committee that the proposal was set up in this way "because at this stage we do not know whether we will be able in our contracts with the colleges, universities, and state departments to have them provide the project directors on their staffs as part of the co-operative agreement, or whether they will expect or will find that it is advisable to have the project

directors employed by the Office of Education."

Dollar-wise, \$513,515 would be earmarked for the Statistical and Research Services Branch, \$433,000 for administering co-operative research, \$91,210 for an expanded educational research library and reference service, and \$58,430 for seven positions in administrative planning to provide the staff and services necessary to plan the co-operative research program and relate it to the research activities of the Office itself.

Expenditures for Other Research

In the view of the U. S. Commissioner of Education S. M. Brownell, who believes "we must systematically and thoroughly study problems of education in a manner designed to bring about advances paralleling the progress which has been made through research in the fields of health and agriculture" and has said he knows of no way in which the Federal Government can invest in the potential improvement of education any better than to invest in research, such expenditures are long overdue.

He points out that of the more than \$300 million provided in the federal budget for nondefense research last year, less than half of \$1 million—or under two tenths of 1 per cent—was for educational research in the Office of Education.

The National Science Foundation, which reports that American colleges and universities are spending about \$350 million on research in the physical, life, and social sciences, estimates that if every dollar spent on educational research in this country could be tracked down and added to this amount, only the last digit in this \$350 million figure would be changed—a small sum when contrasted with the more than \$3.5 billion American industry is said to be paying for research and development work this year.

Expanded Activities

The activities of the U. S. Office of Education are currently grouped into the broad areas of research, services, and administration of grants to correspond with its three major functions.

Deputy Commissioner of Education John R. Rackley, former Dean of the College of Education at the University of Oklahoma, is presently also acting as the Assistant Commissioner for Research heading a Division which includes four branches: Statistical and Research Services; Research and Reference Library; Co-operative Research; and Special Studies. If the requested funds are granted he will be assisted by a small administrative staff consisting of 2 research analysts, 3 research

co-ordinators, and clerical workers.

The accelerated research program under his direction is intended to secure information which educators may use to improve school and college programs and draw on for data on which to base planning for future educational needs, he stated.

The original legislation authorizing a department of education in Washington, which President Andrew Johnson signed on March 2, 1867, charged it with the responsibility of collecting statistics and other information to aid in maintaining efficient school systems. If the funds for the new proposals are forthcoming, the Office's statistical service will be materially stepped up so that it can collect more facts on more aspects of education and deliver its recurring statistical reports, such as the *Biennial Survey of Education*, as well as attendance, curriculum, and enrollment surveys, on a faster schedule.

An expanded library and reference service that will bring together and make available for use the results of other research and experimentation in education is also contemplated. Its facilities will include a comprehensive research collection of materials in education and related fields as well as specialized assistance to persons engaged in research projects. To this end, \$17,500 has been requested to supplement the holdings in the Education Division of the Department of Health, Education, and Welfare Library and \$60,350 to employ six more qualified educational research librarians.

Prior to the fall of 1947, the Office of Education maintained its own library of books, periodicals, and other reference materials on education in the United States and foreign lands. It is generally recognized that as a result of merging this facility with what is now the library of the Department of Health, Education, and Welfare educational services have deteriorated. The annual practice of collecting doctors' theses in education begun by the Office library in 1926, for example, was discontinued in 1951.

Service-Related vs. Basic Research

The new program draws a fine line between the traditional research activities of the Office that Commissioner Brownell terms "service-related" or "applied" and the co-operative project method that he defines as "basic core research."

He acknowledged this dual approach in a recent appearance before the House Appropriations Subcommittee where he testified: "The attempt in the budget is to start to implement the program of research in our colleges and universities and state departments of education through this (co-

operative) program. The other part of the increase is to provide more nearly through adequate services from the Office of Education for our tremendously increased problems in the field of education generally."

The separateness of these two elements is being accentuated by the administrative organization being developed to handle the two programs. Whereas the personnel in the Research Division report to the Assistant Commissioner for Research, the educational specialists who perform research in their fields of competence elsewhere in the Office continue to report to the chief of the Division to which they are assigned as, for example, the Division of Vocational Education or the Division of State and Local Education.

Commissioner Brownell anticipates the new co-operative activities will increase the responsibilities and opportunities of OE experts to continue their programs of service-related studies and expects them to keep in touch with the co-operative work so they can use the findings in their assignments.

As explained by Deputy Commissioner J. R. Rackley, co-operative ("basic core") research will make possible "extensive educational research, involving the talent and facilities of agencies and institutions all over the country in addition to those projects which are developed and completed by Office of Education personnel." Participation of regular Office of Education specialists in co-operative research where their services may be required is authorized. Any who wish to devote time to such projects may do so.

The first co-operative project director to join the staff of the U. S. Office of Education is Viola M. Cassidy, on leave of absence from Ohio State University. She came to the Office in January for a temporary period to develop the co-operative research program in education for the mentally handicapped and make its activities "intelligible in terms of contractual arrangements with universities and colleges in the coming year."

This project is being kept completely apart from the on-going work of the Office of Education's Section for Exceptional Children and Youth except for the fact its director, Romaine P. Mackie, holds membership on the Ad Hoc Committee on Mental Retardation of the Department of Health, Education, and Welfare.

In the past the responsibilities of the Section for Exceptional Children and Youth have included such activities as collecting information on educational services for all of the various types of exceptional children (including the mentally retarded) and reporting such information in publications, conferences, statements, and correspondence, in addition to providing consultative service to state departments of education, national organizations, other government agencies, and colleges and universities preparing teachers of exceptional children.

Since 1952 this Section has been engaged in a co-operative nationwide study of the qualifications and preparation of teachers of exceptional children. Two of the resulting bulletins have already been published and at least seven more of the twelve reports expected to come from this

survey will be available by the end of the year.

The Co-operative Research Project in the Education of the Mentally Retarded on the other hand will be concerned with investigating the nature of learning in the mentally handicapped, appraising the kinds of school organization and administration that seem to be successful with these children, establishing standard definitions of terminology and reporting procedures in schools. The prime reason for setting up this research apart from the established Office of Education activities in this field, as related to this reporter, is that it must be conducted in actual learning situations with children.

There are persons both within the Department of Health, Education, and Welfare, and outside it, who have misgivings about this procedure fearing that it will ultimately weaken rather than strengthen the Office of Education through funneling funds to outside institutions instead of channeling them to build up the traditional services of the Office. They protest that instead of using the regular staff that exists in the Office to carry on the types of research that are contemplated a separate organization is being created which may cause friction with and lower the morale of old-line staff members charged with similar responsibilities.

Some are claiming that the statement of Bradshaw Mintener, the Assistant Secretary of Health, Education, and Welfare, before a Tri-County Division meeting of the Illinois Association of School Boards that Office co-operation with such groups — universities, colleges, state educational agencies — should greatly expand the scope of educational research and at the same time avoid concentration at the federal level may be more revealing than he intended.

Co-operative Research in Education

With authority from Public Law 531, 83rd Congress (approved July 26, 1954) and the full support of Secretary of Health, Education, and Welfare Marion B. Folsom, who has stated "we are not doing anything like so much research as we should," the Office of Education has formulated a ten-point program of co-operative research which, appropriations permitting, it hopes to put into action in the fiscal year starting July 1, 1956.

Under the enabling legislation for this activity "the Commissioner of Education is authorized to enter into contracts or jointly financed co-operative agreements with universities and colleges and state educational agencies for the conduct of research, surveys, and demonstrations in the field of education."

However, as stated in the law, no contract or jointly financed co-operative arrangement of this kind can be entered into "until the Commissioner of Education has obtained the advice and recommendations of educational research specialists who are competent to evaluate the proposals as to the soundness of their design, the possibilities of securing productive results, the adequacy of resources to conduct the proposed research, surveys, or demonstrations, and their relationship to other similar educational research already completed or in process."

In the final screening priority was given to projects meeting these four criteria established by an over-all research advisory committee: (1) evidencing a demonstrable value to education; (2) dealing with aspects of education where progress has been delayed because of wide gaps in knowledge; (3) having educational significance for the country as a whole; (4) and being new or defensible as a scientific check on conclusions from previous research and educational practice.

The ten projects finally selected to launch the program fall under the three major areas of concern for American education listed below. Funds have been requested to permit actual research undertakings on the first six topics and to cover preliminary planning and exploration on the last four mentioned.

Conserving and Developing Human Resources	Budget Request
1. Education of the Mentally Retarded	\$675,000
2. Development of Special Abilities of Students (Identification and development of unusual talent)	\$450,000
3. Educational Aspects of Juvenile Delinquency	\$175,000
4. Retention and Continuation of Students in Schools and Colleges (Those who drop out of school before they have reached their maximum level of development as well as capable students who never enter college or who leave before finishing)	\$175,000
Staffing and Housing the Nation's Schools and Colleges	
5. Staffing the Nation's Schools and Colleges (Getting and keeping qualified teachers, career motivation in the teaching field)	\$250,000
6. College Buildings — Present Status and Future Needs	\$ 85,000
Educational Implications of Expanding Technology and Economy	
7. Implications of Expanding Technology for Vocational Education	\$100,000
8. Educational Problems Resulting from Population Mobility	
9. Educational Needs of Low-Income, Rural Families	
10. Educational Uses of Television	
The House Appropriations Committee has authorized the \$675,000 budgeted for research on educational problems of the mentally retarded and an additional \$700,000 for the most pressing of the other new activities submitted. In its report on the Department of Health, Education, and Welfare's estimates, the Committee comments that it "was not favorably impressed with the need to establish a new library in the Office of Education, but aside from this item, it is leaving to the discretion of the Commissioner of Education the activities to which the additional \$700,000 will be applied."	

The Office of Education is also seeking the enactment of enabling legislation to obtain authorization to expend \$500,000 to provide fellowships for training teachers of the mentally retarded.

(Concluded on page 90)

TURNING DEFEAT INTO VICTORY

LOUIS M. KLEIN

Superintendent of Schools
Harrison, N. Y.

On October 13, 1955, the voters of School District No. 6, County of Westchester, Harrison, N. Y., defeated by a vote of 729 to 586, a bond issue for \$2,200,000. The bonds would have made possible the doubling of secondary school facilities, from a present maximum capacity of 590 to 1200 pupils in grades seven through twelve.

Harrison High School, built in 1939 for 590 students, is housing 660 pupils during the school year 1955-56. There has been an increase of over 200 pupils in less than four years. After 1956-57, it is conservatively predicted, the secondary population of the school district will increase up to a maximum of 1118 children in September, 1963. It was anticipated that the eighth grade children must be placed on a split session for the year 1956-57 if they were to be housed in the old high school building.

Immediately upon the defeat of the bond issue the board of education sent a letter to all of the people in the school district as follows:

To All School District Parents:

"Since the bond issue vote was taken, numerous inquiries have been made about the future plans of the board of education in regard to the building needs of the school district. Therefore, in order to acquaint you with the board's answer, we are sending you this letter.

"While the board was naturally disappointed at the result of the vote, since we felt that the bond issue represented the best educational building program for the least amount of money, we feel it is a vital necessity, if our children are to have an adequate education, to resubmit the bond issue to you at the earliest possible moment.

"The board is desirous of responding to the will of the people of the school district and will give very serious consideration to the various suggestions which have been made. After careful re-evaluation and thought, the board will present for your approval another bond issue, as quickly as this can be done.

"We believe there is no doubt in anyone's mind about the compelling nature of our educational need for adequate housing on the secondary school level. This need is already reflected in our inability to house the eighth grades in the high school building in September, 1956, without resorting to double sessions.

"It is our sincere hope that after we make changes and reviews in our building plans that the voters of the school district will provide for our children the essential space they require.

"May we assure you that because of the urgency of the need for space, we shall expedite our review of the situation so that you will have an early opportunity of voting again on this issue. Cordially, The Board of Education, *Joseph A. Vassallo, President.*"

A Steering Committee

People who had voted for the bond issue were shocked by its defeat; it had not occurred to them that anyone could vote against a new school building so direly needed. Shortly thereafter, the superintendent of schools began to receive telephone calls and letters from people who had volunteered their services to help the school board put through a revised bond issue when the plans were ready and the estimated cost determined. The board of education then completed revised plans for a more modest building to cost \$2,000,000, and announced its readiness for a bond vote to be held December 12, 1955. The revised building plans were approved unanimously by a Citizens Advisory Committee, which had been appointed early in 1954 to recommend to the board of education what it should do about its building needs.

At this point, it was decided to call together the people who had offered their services to the board of education in connection with the proposed campaign. A meeting of 40 persons was called at the home of Joseph A. Vassallo, president of the board of education. At this meeting, a steering committee of seven people was selected to organize the school district into areas, with a captain for each area, (1) for the purpose of acquainting the people with the facts concerning the need for more classroom space, and (2) for winning support and votes for the bond issue.

From the initial meeting of the 40 interested citizens, the Volunteer Citizens Committee grew to about 200 persons. This volunteer group, through its steering committee, conducted home meetings, organized the respective territories thoroughly, mailed home to each registered voter a fact sheet in question-and-answer form, and sent to each home three fliers advocating the bond issue. The Volunteer Citizens Committee also assisted in the registration,

as well as in getting out the votes on December 12. All expenses for publicity materials were covered by voluntary contributions from the members of the Citizens Committee.

Active Support

In addition to this Volunteer Citizen help, the board of education secured the active support of numerous organizations in the community, including the League of Women Voters, which appointed a committee to study the facts. This committee recommended the endorsement of the bond issue, and the League distributed a circular urging the people of the community to vote for the bonds. The League had a newspaper article published advocating the bond issue. Likewise, the four school parent-teacher associations urged the bonds and contributed volunteer workers toward getting out the vote. The Harrison Lions Club made a favorable statement on the bond issue.

The board sent to each voter a brochure with pictures showing how the proposed high school building would look. In addition, the board and the superintendent of schools approached the editor of the local newspaper who wrote a very fine editorial urging people to vote for the revised bond issue. To be sure that every person who did not have a child in school received the brochure, the board had copies put in boxes on street corners, with an attractive poster which read, "Have you seen the revised pictures of the six-year high school? If not, take one." These boxes were also placed in the local bank, drugstores, stationery stores, etc.

As a result of the combined efforts of the board, the Citizens Advisory Committee, the Volunteer Citizens Committee, the PTA, and other civic organizations, a tremendous amount of interest was generated in the revised bond issue. When the votes were counted on December 12, the results were 1063 voted in favor of the bond issue, and 595 opposed.

Earning Dividends

Among the valuable lessons learned from our first defeat was the fact that it cannot be taken for granted that people will approve a bond issue just because the school authorities have recommended it. We learned what so many communities are learning: It pays dividends in increased understanding and support to secure the co-operation of many interested citizens.

Two exterior views of the attractive brick Conestoga senior high school, Berwyn, Pa. — Howell Lewis Shay, architect, Philadelphia, Pa.



CONESTOGA SENIOR HIGH SCHOOL

J. MAURICE STRATTAN

Superintendent of Schools
Berwyn, Pa.

Of all the features of the new Conestoga Senior High School, at Berwyn, Pa., probably the most remarkable is the unprecedented time schedule with which a joint school system was enlarged and a high school built to serve it. Much has been said about the clumsy administrative structure of the joint school systems in Pennsylvania. In spite of this, the Tredyffrin-Easttown Joint High School system was expanded from two districts to a six district jointure in May of 1953, and a new two and one-half million dollar school, built by those six districts, was opened, completely equipped, and with every de-

partment operating, on September 9, 1955, exactly 30 months later.

There is an interesting story behind this achievement, but suffice it so say that this represents the result of determined effort on the part of all concerned that the need for the new school be met as quickly as possible.

The Tredyffrin-Easttown jointure, which built the first high school in Pennsylvania in 1908, had successfully operated the joint school system for 47 years and during that time served as the host school for the boys and girls of the surrounding school districts. The new Paoli Area High School

System, which was formed on May 7, 1953, includes all six districts in the eastern point of Chester County. The Conestoga High School is so named because of its location on Conestoga Road, the original Philadelphia-Lancaster Highway of Conestoga wagon fame. This road winds through all six of the districts now consolidated for high school purposes.

Since this is a success story, it is of more than passing interest that, in this building, a memorial auditorium honors the memory of the former superintendent of schools, Hobson C. Wagner. This is some indication of the way these districts

have worked together under able professional leadership.

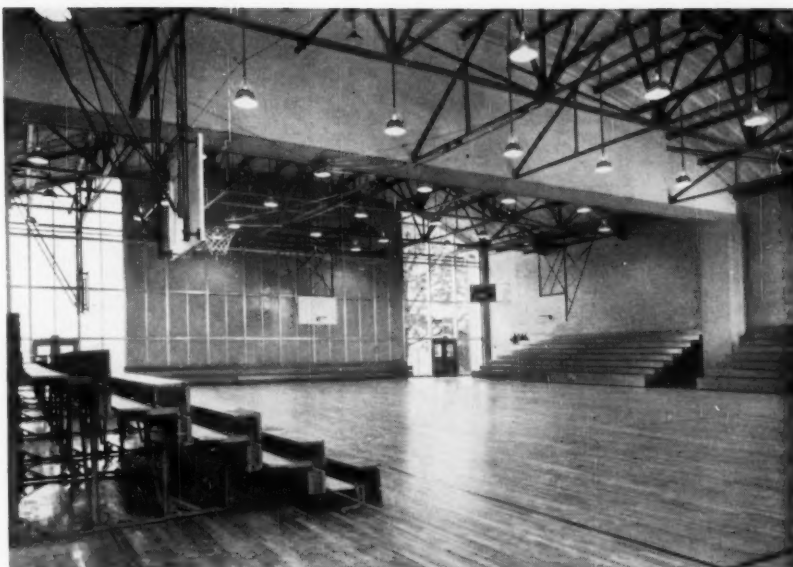
Building Layout

The building is designed in a U shape with facilities at present for 800 pupils. By completion of the U at the north end of the building with 12 classrooms the school will eventually have a capacity of 1200 at one time. Each department of the building is planned so that it can be operated separately from the rest of the building, but is co-ordinated for easy access to all parts of the building when the entire school is in session.

The stage is equipped for practically any type of function, including district and state music activities. A unique projection platform in the rear of the auditorium is able to provide any type of audio-visual presentation to large groups.

A commercial-type laundry will wash hundreds of towels used by the students in the physical education and athletic programs.

Of the 56 rooms in the school, 40 are devoted specifically to instruction. The classrooms used for languages, mathematics, and the social studies, are 22 by 30 feet and are planned to accommodate 25 to 30 students. These classrooms are equipped with light-tight Venetian blinds for complete darkening for projection purposes and, while they are very well illuminated



The gymnasium of the Conestoga plant, showing its "shatter-proof" window wall.

with natural light, the best in fluorescent artificial illumination is also provided. Each classroom is equipped with a loud-speaker system and telephone.

The library, which is centrally located to all of the classrooms in the building,

contains a visual aids storage room, a listening and slide-preview room, a conference room, and a magazine and workroom. The main reading room is completely equipped for maximum use by students. Colors for the walls and ceiling were selected to make this area one of the most cheerful and desirable in the school.

Audio-Visual Center

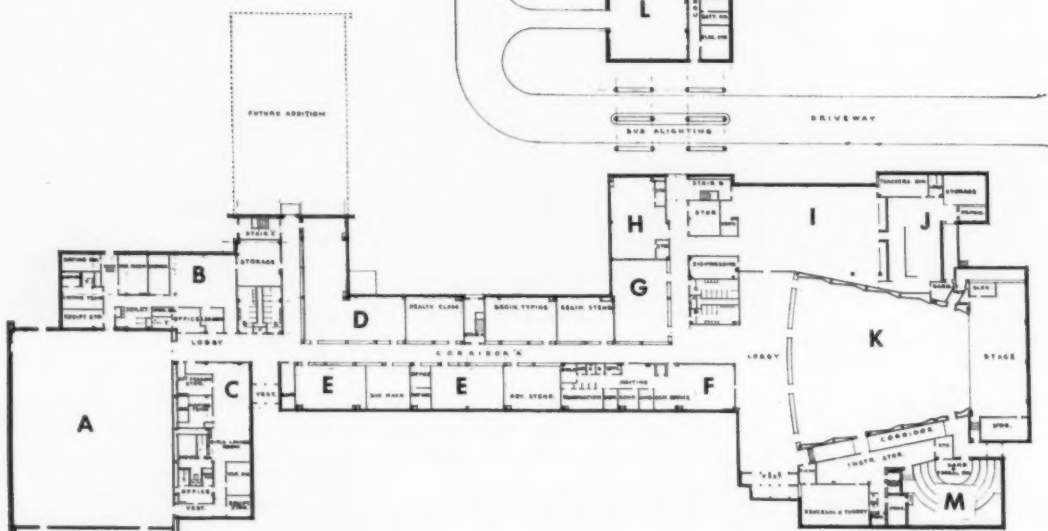
The audion room is a visual-aids center equipped with television, a projection screen, and amplification system for all kinds of group effort on projects involving



One of the 16 "standard" classrooms is shown at the right. Planned to accommodate 25 to 30 students, they are equipped with light-tight, Venetian blinds for projection purposes. The library, shown above, contains a visual aids storage room, a slide-preview room, a conference room, and a magazine and workroom among the facilities it offers.



The ground (above) and first (below) floor plans of the Conestoga high school offer an inkling of the thorough curriculum provided in the school.

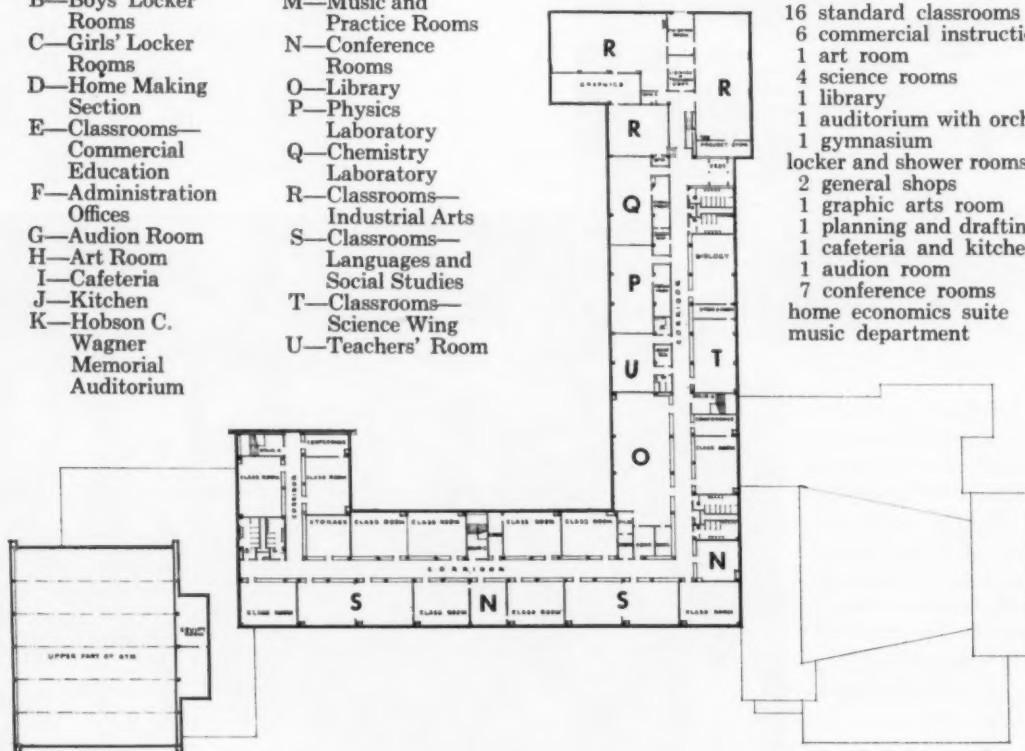


LEGEND

- | | |
|--|---|
| A—Gymnasium | L—Boiler Room |
| B—Boys' Locker Rooms | M—Music and Practice Rooms |
| C—Girls' Locker Rooms | N—Conference Rooms |
| D—Home Making Section | O—Library |
| E—Classrooms—Commercial Education | P—Physics Laboratory |
| F—Administration Offices | Q—Chemistry Laboratory |
| G—Audion Room | R—Classrooms—Industrial Arts |
| H—Art Room | S—Classrooms—Languages and Social Studies |
| I—Cafeteria | T—Classrooms—Science Wing |
| J—Kitchen | U—Teachers' Room |
| K—Hobson C. Wagner Memorial Auditorium | |

Building includes the following areas:

- 16 standard classrooms
- 6 commercial instruction rooms
- 1 art room
- 4 science rooms
- 1 library
- 1 auditorium with orchestra pit
- 1 gymnasium
- locker and shower rooms
- 2 general shops
- 1 graphic arts room
- 1 planning and drafting room
- 1 cafeteria and kitchen
- 1 audion room
- 7 conference rooms
- home economics suite
- music department



modern communication. It will also be a practice room for dramatics and in the evening will serve as a meeting center for small adult groups.

The science unit consists of four well-equipped laboratories, in addition to classroom space, two biology, a physics, and a chemistry laboratory, enabling the students to learn by doing.

The industrial-arts unit includes shops for printing, for metal trades, and for woodworking and plastics, as well as for drafting. The home-economics wing contains a sewing laboratory, a demonstration room for home decoration and arrangement and practice, kitchens and laundry where girls will learn the serious business of operating a home.

The music department contains individual practice rooms, as well as a band, orchestra, and chorus room planned for group instruction. The music department

(Concluded on page 92)



Illustrated (above) is the metal trades shop of the industrial arts unit which includes shops for printing, for woodworking and plastics, and for drafting. The home-economics wing contains rooms for sewing, decoration, cooking, and laundry. The band room (left) and the individual practice rooms comprise the music department at Conestoga.



The attractive auditorium has a stage "equipped for practically any type of function," including large-group audio-visual presentations.



A view of the front of the Allegheny-Hyde Park junior high school, Allegheny Township, Pa. — Howard and Murphy, architects, Butler, Pa.

A MODERN JUNIOR HIGH SCHOOL

The Allegheny-Hyde Park School at Hyde Park, Pa., is a one-story junior high school for Grades 7, 8, and 9. It was designed by architects Howard and Murphy of Butler, Pa., to accommodate 360 stu-

dents, and will also be used for a community center and for adult education classes. All areas serving the public are at the northeast end and have their own entrances. Academic sections and corridors

housing student lockers can be closed off after school hours by folding gates at two points.

Facilities include nine classrooms, a science laboratory, homemaking suite, arts and crafts studio, library, general shop cafeteria and kitchen, health suite, auditorium-gymnasium with full stage equipment and shower rooms for both boys and girls, a semicircular music room, band practice and instrument storage rooms, students' activity room, two conference rooms, and four administrative offices. Two of the last mentioned are for H. A. Warfel, supervising principal for Allegheny-Hyde Park schools, and his secretary.



The open landscaped court in the heart of the building is located between the library and the arts and crafts studio. Equipped with benches, a sink, and gas, the court "can be used as an outdoor reading room and as an outside studio by the art department."

A view (right) of one of the nine classrooms at Allegheny-Hyde Park, each with flat glass fenestration and window shades, plastered walls, and asphalt floor tile. The half-circle music room (below) is set off from the instructional and office areas of the school.



A well-balanced, fundamental curriculum serves the junior high school students in this up-to-date and complete educational plant...



The combination gymnasium-auditorium of the Allegheny-Hyde Park junior high school will eventually serve solely as a gymnasium, with the stage being used by the future auditorium to be constructed in back.



The homemaking room of the Allegheny-Hyde Park junior high school.

An unusually attractive feature is a 53 by 60-foot open landscaped court in the heart of the building, adjacent to the library and the arts and crafts studio. Equipped with benches, a sink, and gas, the court can be used as an outdoor reading room by the library and for ceramics work by the studio.

The cafeteria seats 125. The auditorium has 350 folding bleacher seats and can increase this considerably with folding chairs. The stage is 20 by 60 feet, and has a proscenium 34 feet wide. The entire school is wired for sound, and each room has a loud-speaker controlled from a central station. Provision has also been made for television reception.

The building is 165 feet deep at extremes and 365 feet long. It contains 38,600 sq. ft. or 560,000 cu. ft. Although the architects did not compromise with good planning, fire-resistant construction or facilities, the cost was only \$531,721, or \$14.78 per sq. ft., which was well within the appro-

priation. It was finished in July and opened in September of 1955 with an enrollment of 310.

Basic Structure

The basic structure is a steel skeleton with interior bearing and backup walls of concrete block. For economy, appearance, and low maintenance, the block was covered with plaster. Some architects believe that initial costs are lower with 4-in. block and plaster, or 4-in. steel studs, metal lath, and plaster, than with exposed 6-in. or 8-in. block, due to the fact that the contractor can fit in utility lines more easily and is able to use every block, even if chipped, since it is covered with plaster anyway. The exposed steel beams supporting the roof construction were painted.

A different type of roof system that has high insulation value and is lightweight and economical has had its first major application in this school. Recently introduced on large industrial buildings, the system

consists of a slab of insulating concrete poured in place on a permanent form of 1-inch rigid insulation board, the underside of which is exposed and makes the finished ceiling inside the structure. An outstanding advantage of this roof type is its rigidity, as the roof is an integral part of the main steel construction.

Floors are concrete slabs over a gravel fill. The floor finish is asphalt tile except in shower rooms, where ceramic tile was used.

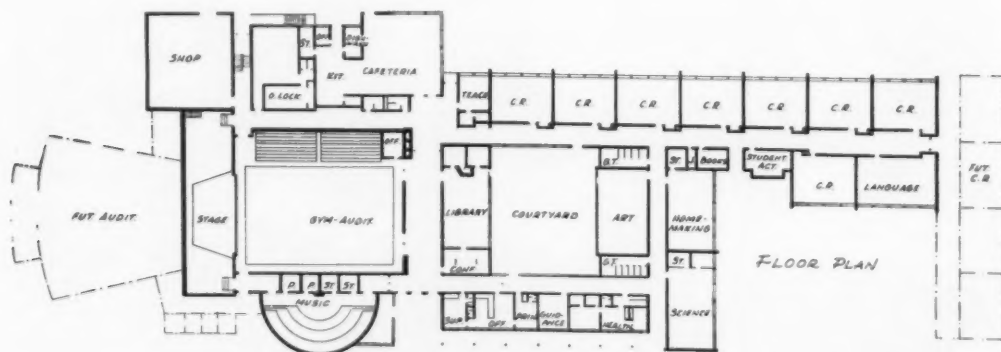
An inviting exterior color scheme was obtained with red face brick and yellow porcelain enamel panels. The latter were used below windows and for the fascia. Where classrooms run in series, free-standing porcelain enamel fins, two feet wide, run the full height of the building between each room. Besides giving scale and rhythm to a long building, the fins reduce air-borne sound transmission into neighboring classrooms when windows are open, and define the classroom limits.

About 30 per cent of the exterior wall area in classrooms is glass set in aluminum casings with louvered ventilators at the bottom. There is an overhang, two feet wide, to cut down glare and emphasize the low, ground-hugging lines of the building.

Direct access to all rooms is assured by well-placed entrances. There are two on the front elevation, two at the rear, one at the southeast end, and one from the gymnasium to the fire exit. Since 98 per cent of the students will come to school by bus, a covered dock was provided with a canopy 10 feet wide and 100 feet long. There is parking space for 36 cars.

The building is heated with steam supplied by gas-fired boilers. Spaces like the auditorium, cafeteria, and music room have forced air ventilation.

The site covers 17½ acres. Plans are already in the making for enlarging the building and for developing an athletic field, tennis courts, and playgrounds.



This floor plan of the Allegheny-Hyde Park junior high school illustrates the compact, convenient arrangement of areas, showing how the architect placed the classroom, office, gymnasium-auditorium, and shop wings. It also shows the future auditorium and classroom wing.

The 1956 AASA Convention

School Board Problems Discussed

A calm and peaceful convention which devoted its time and attention to the discussion of highly professional and technical matters, which listened calmly to several alarming narratives of international situations and dangers, and which heard only one major dissenting address in which a layman took issue with the accepted policies of the N.E.A., and of earlier meetings, its own organization—that was the 1956 Atlantic City meeting of the American Association of School Administrators. In size, the convention which ran from February 18 to 23, was the largest in AASA history. The registrations of members and of associated groups was estimated at 18,000, and the commercial and architectural exhibits were the biggest, most varied, and most elaborate in Association history. President Henry L. Willett, superintendent of schools, Richmond, Va., presided with the dignity and dispatch, and Secretary Worth McClure's great staff managed convention details with faultless precision.

In their own work of administering city and town school systems, superintendents have developed fears of and attitudes toward dissenting school board members and professional staff associates that seem to carry over into their state and national conventions. They accept as law the policies and conclusions of the officers and appointed committees of their professional associations, and indeed it would be a young and rash member of the AASA who would go beyond presenting a written addition to the resolutions and who would carry his disagreement with the conventional and accepted official dicta to the

open convention floor. There was accordingly at the Atlantic City meeting no controversy. Instead, there seemed to be a quiet complacency and full assurance that the schools would suffer no major harm from problems like integration, failure of federal aid to school construction, the teacher shortage, and similar matters which have agitated lay groups.

School Boards at AASA

Members of boards of education who stayed over after the NSBA Convention to attend meetings of the AASA, were afforded numerous opportunities for enjoying programs directed toward the improvement of board of education-superintendency relations. Board members could especially enjoy also the general sessions. Thus, on Sunday evening, the Philippine Ambassador, Carlos P. Romulo, delivered a stirring address, describing America's stake in Asia and urged American help to the Asian countries and dependencies which are fighting an increasingly desperate battle against the Communist forces centered in China.

On Monday morning, Supt. J. Chester Swanson, in discussing the AASA Yearbook on "The School Board and the Superintendent," pointed out that the solutions of the "great problems ahead for American public schools will desperately need an efficient and effective superintendent-school board team. Educational leadership should continue to foster a study of how this team can operate more effectively."

"The school board and the superintendent work in a very intimate relationship. We plan together the strategy of the 'Battle of the Budget.' We live in the same 'fox-holes' as battling PTA factions catch us in an in-between no-man's land. We suffer the same type of casualties when self-righteous college professors and columnists rave nostalgically about the good old days of McGuffey. Logistic failures and personal weaknesses create a 'snafu' which call for quick, imaginative examinations from all of us. Probably the situation could be summarized by saying the school board and the superintendent are 'battle scarred' (or battle scared) veterans from the same field of combat. We would expect that these harrowing experiences would always keep the superintendent and his board members on the best of terms. Unfortunately, this is not always true."

In concluding his address, Mr. Swanson said:

"The superintendent and school board member must work together to provide a good program of school services. They must also so work together that they and the whole school staff present a uniform picture of the schools to the public. Each employee of the schools—the teacher, the custodian, the principal, the superintendent, as well as the board members, are authorities on schools to their friends and acquaintances. If the superintendent creates suspicion of the school board member; if the teachers show lack of confidence in the superintendent; if the board members are critical of the teachers; the net result on the public is a lack of confidence in the whole school program. In a large school system, not only must the superintendent and school board members act to deserve the confidence of all, but they must develop a planned program of keeping the whole employee group so informed that they can each present a uniform picture to the public."

In a panel discussion of the relationships of teachers' associations and school administrators, James M. Spinning and a group of teachers and city superintendents brought out the opportunities for improving education and the teaching profession through co-operation. On the part of the board of education, the superintendent, and the teachers, there must be complete exchange information and above-board action in order that proposals from either side are treated professionally. Teachers' organizations must discipline their own members who may lack competence or integrity. Superintendents and school boards must consider teachers not merely as adults but as professionally competent individuals and groups.

Board members in attendance had an opportunity also to enjoy at the Tuesday general session a panel of 33 students of college grade from 33 nations scattered all over the world. A German student, Christof Bertram, probably summarized the observations of the group best when he said that it is necessary to see a people in their everyday living to understand their culture, their political life, and their institutions. Since coming to America he had found the



Dr. Philip J. Hickey

AT A CALM AND PEACEFUL CONVENTION...

Highly technical reports and alarming discussions of the international picture occupied a good deal of the time and attention of delegates of the 1956 AASA Convention. "The School Board and the Superintendent," AASA yearbook, pointed up the importance of co-operation between school boards and superintendents, and a business meeting confirmed the mail ballot election of St. Louis superintendent Philip J. Hickey as AASA present-elect for the coming year.

American people quite different and much finer than the erroneous impressions given by American movies and the local press.

Local Self-Help Advocated

At the Tuesday evening session, a layman, William J. Grede, of Milwaukee, Wis., representing the National Manufacturers' Association, insisted strongly that federal aid to education is not the solution of the present financial difficulties in which the schools find themselves. Mr. Grede's argument called for larger support on the part of the states and localities of education. "If we are now confronted," he said, "by a crisis in public education—it will be far better to turn the crisis to an advantage by correcting these basic problems—than to resort to an expedient like federal aid."

"There is one vital ingredient in the achievement of an adequate state-local program of support for education. That is the clear, sharp recognition—by the people and the public officers of the states and communities—that the job of education is their job—that they are able to do it and that they must do it."

Policies of the present federal administration as relating to schools was outlined by Marion B. Folsom, Secretary of Health, Education, and Welfare:

"Education is both a personal interest and a national asset, for education enlarges life for each of us as a person and for all of us as a nation. Education is basic to everything America stands for—the fullest expression of personal aspirations, the efficient functioning of self-government, an ever advancing economy, the development of moral fiber, and our collective strength in the cause of world peace."

"When we speak of education, we also speak of freedom. In the process of education itself, we hold freedom to be inviolate—freedom to seek and learn, unfettered by political restraint. And through freedom in education, this Republic maintains and strengthens political freedom."

Mr. Folsom particularly urged that the results of the White House Conference for Education be implemented. He discussed the need of the necessity of relieving the teacher shortage and of providing through the Office of Education a vast amount of research that will provide a large fund of new knowledge about major problems and opportunities in education. He urged the support of the federal aid for school building construction without which all aspects of progress in education will be retarded.

The Discussion Groups

School board problems were topics of discussion in at least one "group meeting," held on each day during the convention. It was interesting to note that the board members in attendance contributed effectively to the acceptance of the fact that boards of education are primarily interested in bettering the instructional services and every aspect of the school curriculum, and that they are anxious to provide all the funds necessary for the schools to do constructive jobs according to community ability.

In a meeting devoted to the discussion of printed policy statements as aids to effective school conduct, Supt. G. W. Bannerman, Wausau, Wis., suggested the five following points: (1) Too many school systems fail to have written policies and too many boards of education with written policies fail to periodically revise policies. (2) Written policies contribute to an efficient and effective board of

education meeting. (3) Written policies contribute to good public relations. (4) Written policies should be kept up to date with a thorough revision. (5) Superintendents are primarily responsible for initiating written policies and can receive help through good professional literature dealing with boards of education and their problems.

The lively discussion which followed suggested that policies should be carefully generalized statements which have considerable permanence and universality in application; they should be periodically review so as to maintain complete adjustment to changing conditions. It was suggested that copies of policy statements be made widely available by the boards to local individuals, and that copies be even placed in dentists' offices and barber shops.

Board-Superintendent Relationships

At a Discussion Group on "School Board-Superintendents' Relationships," Prof. Frank W. Cyr outlined in professional terms how the board of education should view its superintendent of schools, and his statement proved to be a magnificent springboard from which four members of boards of education and two superintendents of schools, not to forget the chairman, Supt. James J. Creasy, of Martinsburg, W. Va., provided the liveliest kind of an exchange of opinions concerning the superintendent. The discussion made clear that the superintendent must be a consultant and adviser to the school board who has a terrific know-how and practical wisdom. He must be a community educational leader who cannot only inspire the board of education, but win widespread support for his proposals and official acts. He must be an educational statesman, who will at the same time avoid cause for being dubbed "the big boss" of the schools. The relations between the superintendent and the board must be based on sound professional and administrative principles so that educational problems and issues will be readily solved and the schools will continue to improve every aspect of service to the children.

School Insurance

The problems of various forms of school insurance provided the topic of both national systems and of controversies at a Tuesday afternoon panel discussion session. Dr. N. E. Viles, of the U. S. Office of Education, outlined the problems of insurance which are now providing administrative difficulties. The Office has made a survey which will be shortly available. C. F. Carroll, of Raleigh, N. C., described the North Carolina State Insurance Program, which he claimed is saving large sums in low premium rates. Harry W. Kohler, of the American Fore Insurance Group, New York, outlined plans for systematizing local school insurance programs, and for reducing the cost and labor of placing insurance. The meeting didn't really solve any major insurance problems, but it did make clear that the entire subject deserves further study.

The Business Session

The membership of the AASA was reported at the annual business meeting as exceeding 11,200, with every prospect for reaching the 12,000 mark in 1957. The formal work of the meeting consisted of the approval of the mail ballot for officers and the presentation

of Paul Misner as president and Supt. Philip J. Hickey of St. Louis, as president-elect for 1956-57. Supt. Clyde Parker, Cedar Rapids, Iowa, was announced as vice-president, and Natt B. Burbank, Boulder, Colo., as member of the executive committee. The Resolutions and Platform which follow substantially the statements of the 1955 Convention, have the following to say on the problems of Integration and Federal Aid for School Building Construction:

11. Federal Aid

We note with approval that the federal government for years has assisted the states in building highways, hospitals, and mental institutions. Although the construction of school facilities reached an all-time high in 1954-55, the great annual increase in school population combined with the backlog of unmet need for school construction constitutes a national problem that can be met only through the combined efforts of localities, states, and the federal government. Because children are our greatest national asset, we recommend that federal grants be made to all states for the modernization and construction of public school buildings, including those areas affected by government projects.

We deplore the attempts to defeat pending school construction legislation through the addition of extraneous amendments in the name of equality of civil rights. We therefore are against any proposed amendment which not only would imperil the pending school construction legislation but also would jeopardize the continuance of current federal programs such as assistance to schools in federally affected areas, the school lunch program, and vocational education.

Federal emergency funds for school construction should be distributed on an objective basis and channeled through the U. S. Office of Education to the several state departments of education. Local school districts shall qualify for aid from their respective state departments of education on the basis of demonstrated need and effort.

12. Public Schools and Integration

The American Association of School Administrators recognizes that integration of all groups in our public schools is a process which concerns every state and territory in our nation.

The Association urges that all citizens approach this matter with the spirit of fair play and good will which has been an outstanding characteristic of the American people. It is the conviction of the Association that all problems of integration in our schools are capable of solution at the state and local levels by citizens of intelligence, understanding, and reasonableness working together in the interests of national unity for the common good of all.

In this process, majorities and minorities have both responsibility and opportunity.

The Building Exhibit

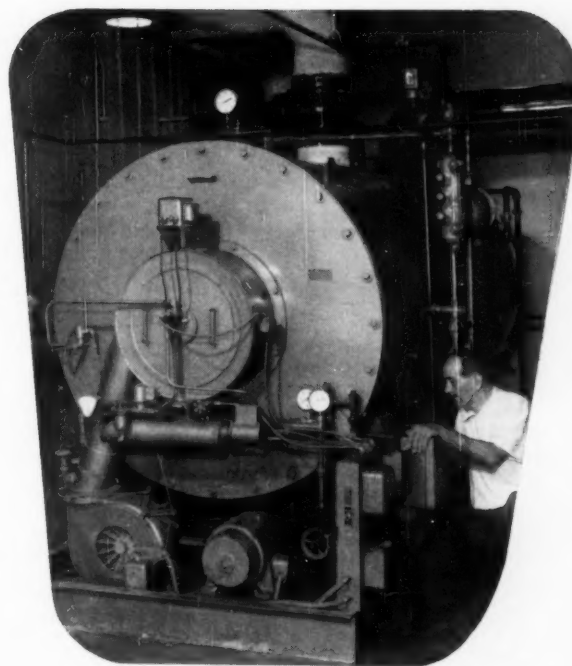
The annual school building exhibit exceeded in the number of schools shown the previous years' shows. It was noticeable that elementary schools were almost exclusively presented in the form of photographs and plans of occupied structures. While only a few junior and senior high schools were shown as completed, the latter types were predominantly illustrated by architect's preliminary perspectives and advance plans. Only three or four elementary buildings shown were of the older conventional two-story types; even the high schools showed a trend toward the spreading type of one-story plan. The cluster type of four-classroom unit buildings was illustrated by several schools in northern as well as a few southern schools. No definite

(Concluded on page 92)

Heat in the School Classroom

WILLIAM K. HOOD, R.P.E.

William K. Hood & Associates, Inc.
York, Pa.



A 100-hp steam generator that supplies heat for the Newberry Township, Pa., school.

From the standpoint of the school board and the taxpayer, the main considerations involved in planning a heating system for a new school are its initial cost and the monthly operating expense. These considerations, though important, are not the main concern of the heating engineer. What causes him to lie awake nights when designing a school heating system is the highly variable demand for both heating and cooling.

Typical Heating Day

Here is what happens during the day in any one classroom:

Before the children arrive, the heating system must be able to bring the temperature up to the desired level in as short a time as possible. A good system will do it in about three-quarters of an hour. The faster the heat pickup, the lower the fuel cost. So far all is fairly smooth sailing, but —

The school engineer at Newberry Township, Pa., adjusts the control panel for the heat production unit illustrated above.



Some 30 children come rushing into the classroom and sit down at their desks. Right away the temperature starts to rise because of the collective body heat. In an average classroom, you have, in effect, 30 little stoves each radiating heat to warm up the atmosphere.

The amount of heat radiated from a human being is much greater than is generally realized. Each of the 30 human stoves gives off about 240 B.t.u. per hour of sensible heat (as measured by ordinary dry-bulb thermometer) plus 160 B.t.u. per hour of latent heat (as measured by a wet-bulb thermometer). One British thermal unit is by no means a negligible amount of heat. By definition, it is the amount of heat necessary to raise the temperature of one pound of water one degree Fahrenheit. When you burn a wooden safety match (not a big kitchen match nor a little paper match) down to the point where you have to drop it to keep your fingers from being scorched, you produce about one B.t.u. So the total amount of sensible and latent heat in an hour from 30 children is equivalent to the burning of 12,000 safety matches.

Even more heat is produced when the classroom is overcrowded. An overcrowding is all too prevalent in today's classrooms. It is not uncommon to find 40 children instead of 30 occupying seats in one room. The exact number of pupils that are to be seated must be known to the heating engineer in advance so that he can take that important fact into consideration.

The bell rings for recess, the children run out. For 20 minutes, the 30 little stoves

are gone, and the temperature drops accordingly. The boilers must supply steam to make up the heat loss. The same thing happens at lunch time and in the afternoon recess. If an even temperature is to be maintained in the classroom, fast response to suddenly changing heat conditions is of the utmost importance.

The variable heat demand in schools is something that is not found in commercial or industrial establishments and introduces another host of problems for the heating engineer. Heat must be delivered rapidly when the boilers are on the heating cycle, and the cooling cycle must be able to start immediately when the set temperature has been reached. To avoid override, calls for good control and fast response. The possibility of override on the heating cycle must likewise be avoided.

Comes a gym period, and the occupants of several classrooms transfer their heat-producing capacity (greatly increased while exercising) to the gymnasium. The gym must go on the cooling cycle, while the classrooms are being heated. The same thing happens when the children congregate in the auditorium. Perhaps all of the little human stoves in the school will be engaged at the same time in heating up the auditorium, while the classrooms experience sudden drops in temperature. The heat loss to the classrooms must be made up by the central system. Heat unbalances like this can cause grave problems for the heating system designer.

Almost as important as body heat is the factor of sun heat. Walls that are nearly all glass are becoming common in today's newest school buildings. The glass admits not only light but heat. Even on a cold winter day, the sun can heat a classroom considerably when it is shining brightly on a wide expanse of glass. Sun heat can run as high as 162 B.t.u. per square foot per hour. However, it is far from being dependable. At any instant, a cloud may pass before the sun, causing a drop in the classroom temperature.

Classroom Factors

The orientation of the classroom is one of the many factors that the heating engineer must take into consideration. Obviously, a room facing south will receive much more sun heat than one facing north, while a westward-facing room will be sun warmed only in the afternoon, and an eastward-facing room only in the morning. This is, of course, reducing the problem of orientation to its simplest considerations.

Heat losses from the classroom will depend both upon the construction materials and insulation employed and upon the number of walls that are exposed to the outside. If the school building has two stories or more, the heating problems of classrooms will be different on each floor. Say the building has three stories but (for the sake of this illustration) no basement. On the first floor, the rooms will have exposed floors but no ceilings; on the second floor neither exposed floors nor ceilings; on the third floor exposed ceilings but not floors.

As if the heating engineer didn't have enough to worry about, he must also worry about what the weather is likely to do. The standard method of sizing boilers is to base calculations upon a set temperature

for the particular area. This is found by adding 15 degrees to the lowest temperature ever recorded for that particular area. To illustrate, an area of zero temperature would be one in which the lowest temperature recorded was -15°F .

Many boilers in school heating systems of today are oversized (which increases both the initial outlay and the operating cost) because the designers of the systems followed the standard method of calculation, not allowing for many of the foregoing incidences. When sunshine or human body heat are taken into proper consideration, the design temperature, in, say, a zero area can be raised by as much as 10 to 15 degrees, with consequent savings.

The widely varying school ventilation codes of different states introduce another complication. All such codes stipulate that pupils must be supplied with fresh air brought in from outside, but they fail to agree on how much fresh air is necessary. Depending upon the state, anywhere from four to 15 cubic feet of air per minute must be introduced into the room for each and every pupil. In states where high cfm. are required, more outside air must be heated. This places a greater demand upon the heating system, but the drop-off is also more rapid during the cooling cycle, which is often an advantage.

Ventilation Considerations

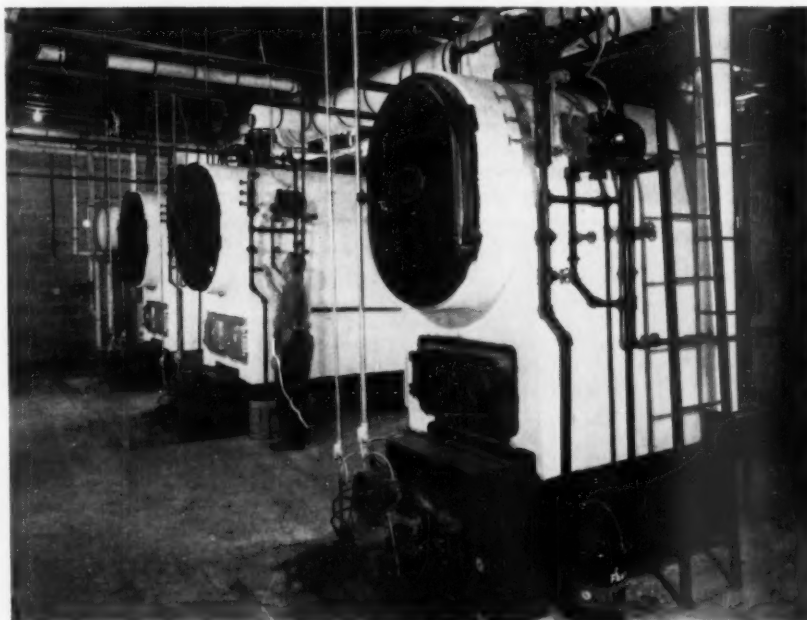
In the modern classroom, ventilation is usually provided by a unit ventilator, automatically controlled without any manual effort. Ventilator and heating systems have to work very closely together throughout the course of the school day. During the

morning heat-up period, before any pupils have entered the classroom, the normal operation of the unit ventilator is on 100 per cent recirculated air, with nothing coming in from outside. When the bell rings to start the school, a time switch throws the ventilator off its recirculating cycle and allows it to bring in fresh air according to the amount for each pupil determined by the state code.

When it is cool outside, particularly if the thermometer is hovering within the zero to 20°F . range, the incoming fresh air must be warmed up by additional steam. As the temperature rises outside, however, the steam or hot water valve will automatically reduce itself to maintain the proper temperature within the room. The steam or hot water is shut off entirely by the time the outside temperature has reached approximately 60°F ., even though the unit ventilator may be introducing 100 per cent outside air. At this point the ventilator is said to have gone on its "cooling cycle."

There are times when the outside temperature is on the ragged edge, so to speak. Perhaps a small amount of heat is still required with only a 20 to 50 per cent outside air volume coming through the unit ventilator. The balance is immediately disturbed by the children leaving the room. Their collective body temperature being lost, additional heat will be needed to maintain the room temperature until the children return.

With today's heating and ventilating equipment, it is possible to maintain the classroom at constant temperature under highly varying changes indoors and outdoors. However, it requires a very flexible



Three conventional boiler-burner units as used at the York Township, Pa., elementary school.

Right: An exterior view of the steam-heated Newberry Township elementary school — Buchart Engineering Corp., architects, York, Pa. Below: Over 30 little stoves that complicate the heating picture at the York Township school.



— Photographs courtesy of York-Shipley, York, Pa.

setup, and the heating engineer is required to take every possible factor into consideration.

In picking boiler sizes, a heat balance must be set up. Think of the double columns of an ordinary ledger. On one side, the heating engineer will place the number of cfm. of outside air required to be warmed to temperature; on the other side, pupils' body heat and an estimate for the work expected to be done by the sun. Very often the two sides will balance, and no extra heat will be needed to warm up the fresh air coming in through the ventilators.

In a standard classroom measuring 32 by 23 feet, the amount of heat required in a zero temperature area will vary from 180 to 220 square feet of radiation, depending upon the nature of the construction material and insulation, the orientation of the particular room and its number of exposed walls. A square foot of radiation is equivalent to 240 B.t.u. per hour for steam heat and from 180 to 240 B.t.u. per hour for hot water heating. About as much as the sensible body heat of just one little student sitting quietly at his desk.

Steam Boilers

A word or two must be said about the types of heating plants that are today available. Most modern schools have either oil-fired or gas-fired burners. Boilers may be either of the conventional firebox or Scotch marine designs. In a Scotch marine boiler, the combustion chamber is within

the boiler shell. A modified type of Scotch marine boiler available today is the self-contained "packaged" steam generator that includes boiler, burner, and controls in one complete unit, factory wired and ready for field connection. Packaged steam generators can be furnished for the required low-pressure school operation in capacities ranging from 30 to 500 horsepower, can be fired with No. 3, 5, or 6 oil and/or gas, and can change from oil to gas firing being accomplished automatically to accord with fuel conditions.

Though well-engineered boilers of the conventional types will do an excellent job of school heating, bad design or bad installation can spell trouble in capital letters. Given the "know-how" of a competent heating engineer and contractor, however, a heating plant of the conventional boiler-firebox type will be just as good as the packaged unit from the standpoint of meeting school heating requirements and will cost no more for like capacity.

While the packaged steam generator is insulated at the factory, the conventional boiler must be insulated on the job. It is important that neither type contributes to a high ambient temperature in the boiler room. This is important. A hot boiler room is to be avoided like the plague because the control system is apt to get sluggish and not give the quick response that a school heating system demands.

From an installation standpoint, some savings of the packaged steam generator are:

Its mechanical draft requires only a small, low stack, not an expensive chimney.

The base is self-supporting and may be placed on a concrete floor of average strength and thickness. Such special foundations as a brick base or pitting are not required.

The normal water line of the Scotch Marine type boiler is low. This can sometimes mean a saving in boiler-room construction cost in states where headroom requirement above the boiler has been established.

Conventional Boilers

On the other side of the picture, it must be admitted that the conventional firebox-boiler installation offers greater flexibility when additions have to be made to school buildings. This is because a more conservative method is followed in the rating of conventional boilers. Packaged steam generators are rated at their top output.

Another advantage of the conventional firebox is that it can be converted to any fuel, including coal. The packaged steam generator is built for either oil or gas firing and cannot be economically converted to coal. Though the present trend is all toward oil or gas, it is conceivable that an emergency could arise in which the use of coal might become necessary. And in the particular case of schools that are located in coal-mining regions, public sentiment probably makes it impossible for school boards to permit the installation of oil- or gas-fired burners.

To summarize, the school heating system requires a fast response to widely varying load demands. Sudden drops or rises in temperature occur many times a day in each classroom.

Ventilation requirements affect heating. The more fresh air that has to be heated, the greater the heating load. The number of cfm. of fresh air per pupil varies a great deal from state to state.

The standard method of sizing boilers is to base calculations upon a temperature of 15 degrees Fahrenheit above the lowest temperature ever recorded for the particular area. The rationalized method is to compensate for pupils' body heat and sun heat. When this method is followed, the design temperature may be reduced, permitting smaller boilers at a consequent saving in both installation cost and operating expense.

THE AMERICAN School Board Journal

An Independent Periodical of School Administration

William C. Bruce, Editor

SCHOOL BOARD RULES

THE recent interest in written statements of policies as the basis of school board action has necessarily developed attention to the authority of boards to make rules. Most expressions of policy result in a rule or regulation which the school executives, the teachers, and the pupils, and the board itself, are expected to observe. The effectiveness of any rule is necessarily based on affirmative answer to the question: Has the board of education authority to make binding rules and regulations?

While a proper answer to this question is obvious, the matter is not simple. Boards of education do have legal authority and a moral responsibility to make rules and regulations for the successful conduct of the schools and the achievement of their purpose, namely, the education of the children and adults who attend the schools.

From the earliest days in our history, the courts have held that boards of education need no direct authority in the school statutes for the making of rules so long as these are (1) in conformity with the purposes of the schools, (2) reasonable and enforced with a considerable degree of good sense, and (3) without caprice or malice. While the decisions in the various states disagree as to the reasonableness of certain types of rules, the general conclusion has been that where there is no malice, and where it is clearly for the benefit of the school and of its charges, a rule or regulation will be considered valid and will be supported by the courts.

The power of making rules for the schools is not limited only to the boards of education. Superintendents, principals, and teachers — each in his field of authority — has the power to make and enforce rules so long as they promote the work of the school in a manner which is reasonable, and are enforced fairly and without malice.

A further test of all rules is to be found in the personal rights of the individual pupil under our laws and customs, and in the rights of parents and of citizens. No school rule or regulation may contravene basic democratic rights and privileges of the individual for whom government exists and schools are established.

FEDERAL SCHOOL CONSTRUCTION AID

Reports from Washington indicate that opposition is growing to the Eisenhower proposals for federal aid to local school authorities to be used in the construction of needed school buildings. One group of congressmen and senators insist that no aid be given to the Southern States, except for schools which have been integrated under the May, 1954, decision of the Supreme Court. The Southern States argue bitterly that they will oppose any appropriations which do not specifically allow the use of the federal monies for schools as now organized.

The entire country will suffer if these differences are not resolved. It is difficult to see why federal aid should be

refused, or even endangered, so long as the courts have not declared that the local schools in any state have failed within a reasonable time to move forward toward carrying out the mandates of the Court. The extreme emotionalism which underlies the situation, particularly in Virginia, Mississippi, and Georgia, may not wear off within a decade, but both white and Negro children need more and better school buildings *now*. They cannot wait until the deep antagonisms of 1956 have been resolved.

A TRIBUTE

IT IS heartening to read occasionally a professional tribute to a board of education, an expression from the professional staff of their admiration for and gratitude to the members of the board. In the 25th anniversary report of the Sewanhaka High School, Floral Park, N. Y., which embraces the Central High School Dist. No. 2, of Floral Park, appears the following dedicatory note:

"Free public education in this country has expanded from the one-room little red schoolhouse devoted to the three R's to the modern many-corridorred building with its widely diversified curricula because public-spirited citizens have been willing to spend untold numbers of hours after their normal working days, through nights and holidays, without compensation, considering the best ways for meeting the educational needs of all the children of all the people. In these 25 years, Sewanhaka could not have risen to recognized greatness without the unselfish interest of our successive boards of education from the day the central district was formed to this present year with its even more pressing problems. This Annual Report of our twenty-fifth year is dedicated to the boards of education who have played such a vital part in the growth of this school."

SCHOOLS ARE NEWS

BOARDS of education and their executives are more than justified in asking the local newspapers to give due publicity to school affairs and to discuss constructively school problems. The schools are always news, important news for the whole community.

The editor of the *Journal-Transcript* of Franklin, N. H., recently won the Educational Writers Association award for his write-up of the local school system. When he was asked to explain why he considered the schools news, he wrote editorially:

Well, in the first place, it has been our observation that the deepest satisfactions of life come to folks who are useful to other people besides themselves. And among the things you can get in a school room world — are going to be needing some very wise people, and we don't are the means — and the will — to be useful.

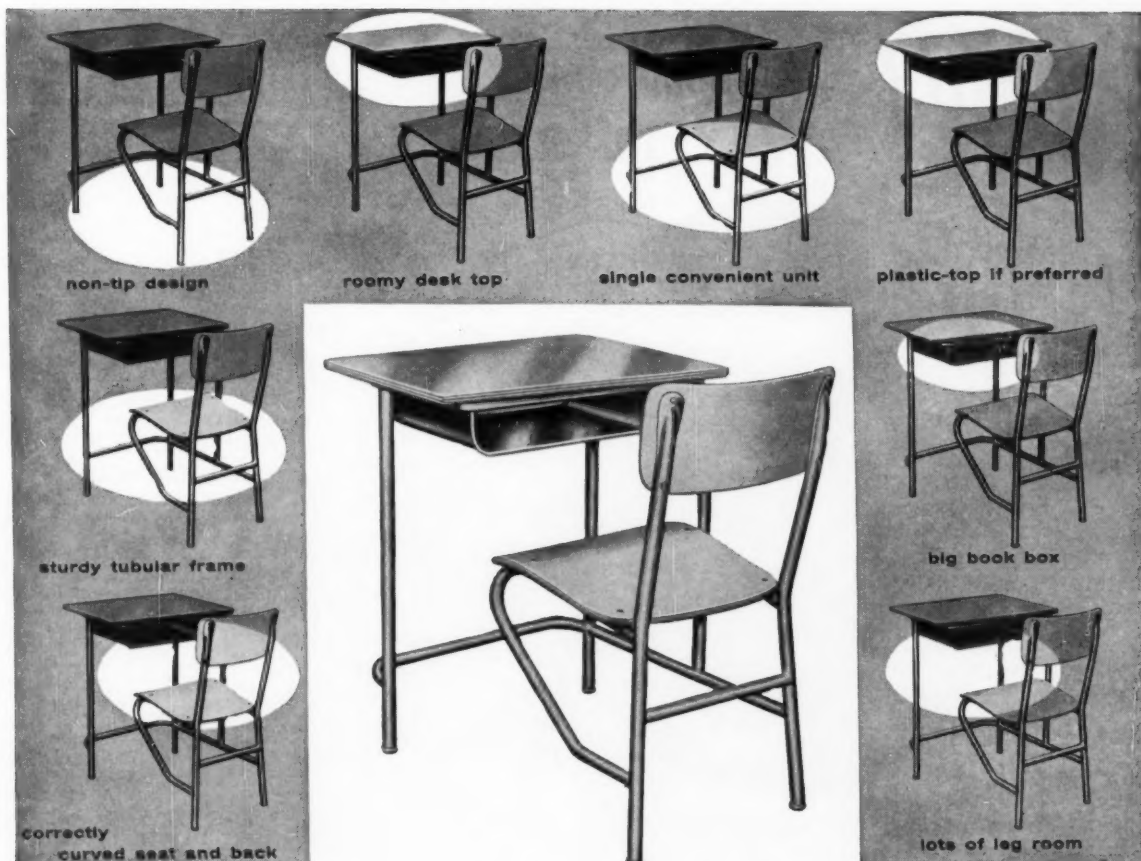
In the second place, it seems pretty clear that this country — and the know where they can come from except the school room.

We think democracy is the only government yet devised that can meet all the needs of man. Because it is a system of people running their own affairs, all of the people — and not just a few of them — have to know what is going on, and must be able to make choices on what to do.

That fact, it seems to us, is not a burden, but is democracy's great strength.

This is particularly true in the present world conflict with Communism. We aren't among those who think everything is going to pot in a handbasket, or that democracy can't survive this test. But we do think these are dangerous times, and that the very danger underscores the obligation of democracy to guard its future by holding wide the school room door.

So, that's why we think schools are news, important news: the welfare of our people as individuals, and of our whole American civilization, if you please, depend upon them.



8 REASONS WHY

**you should select the new
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All *eight reasons why* add up to more satisfactory, more durable seating for your school. And possibly the most important of all is that you have single units, combining seat and desk, that make neater, more-easily-arranged classrooms.



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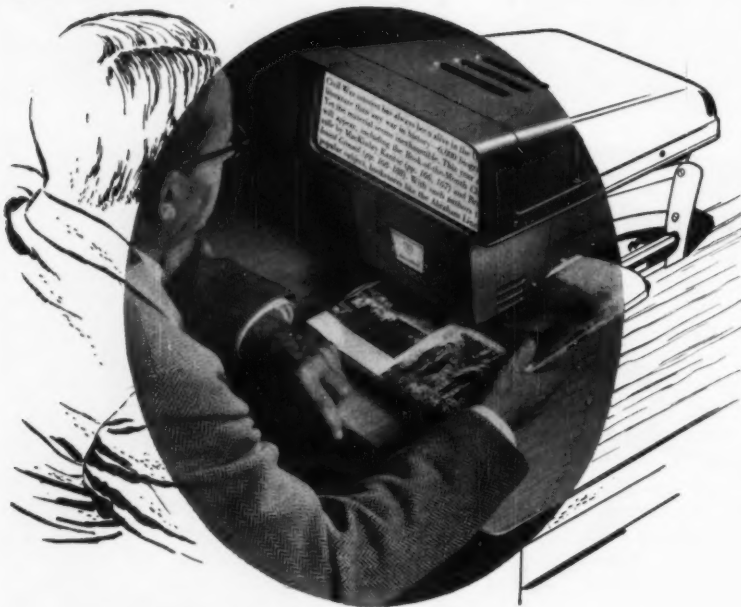
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This new device offers sight-saving classes an exceptional new reading aid. In addition, many students with impaired vision can now attend regular classes. Pilot models, field tested by visually handicapped children, have been enthusiastically accepted by them. Low cost makes the AO Projection Magnifier attractive to school budgets and well within the means of any family needing one to assist in home study.

Operation is easy; plug in, switch on, place reading material on movable platform, lower optical head to contact the printed page. Without further adjustments read direct from the built-in, 4½" x 12" illuminated screen.

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School Administration News

RELEASED-TIME PROGRAM

More than 20,000 school children of Los Angeles, Calif., are participating this year in a released-time program for religious education, under provisions of the California State Education Code.

The program, conducted weekly throughout the school year, permits pupils in public schools to be released for 40 minutes each week, at the request of the pupil's parents and the particular faith. About 2500 pupils are at present enrolled in the classes from the junior and senior high schools.

The program is conducted and financed by the Interfaith Committee on Released Time and participation is open to all religious groups.

OVERTIME POLICY

The board of education of Kalamazoo, Mich., has adopted a new overtime policy governing the custodial and maintenance staffs.

1. If buildings are to be used on Saturdays, Sundays, or holidays, the extra time is to be divided equitably among several employees of the custodial or maintenance staff.

2. If an outside group rents a school facility on Saturday or Sunday, \$2.50 an hour must be paid to the person in charge of the building, and the cost is to be charged to the group using the facility.

3. No employee will be permitted to work more than three nights per week overtime.

4. Other custodians, maintenance men, and bus drivers will be used for schools where extra night work is needed. The rate for this work is at the regular rate of the highest assistant custodial pay per hour.

5. Where an employee other than the regular custodian takes charge of a building on nights, Saturdays, Sundays, or holidays, that person must do all the work necessary to leave the building in good condition.

6. Where further work is needed, swing custodians are to be employed to take charge of buildings nights, Saturdays, and Sundays.

7. For firemen, \$2.50 per hour is to be paid for overtime over their regular shift for nonschool rental groups using a facility on Saturdays, Sundays, or holidays.

Vacation Policy

Operational Force. The operational staff will take their vacation during the summer vacation period. Under unusual circumstances, one week may be taken during the school year with the approval of the buildings and grounds superintendent.

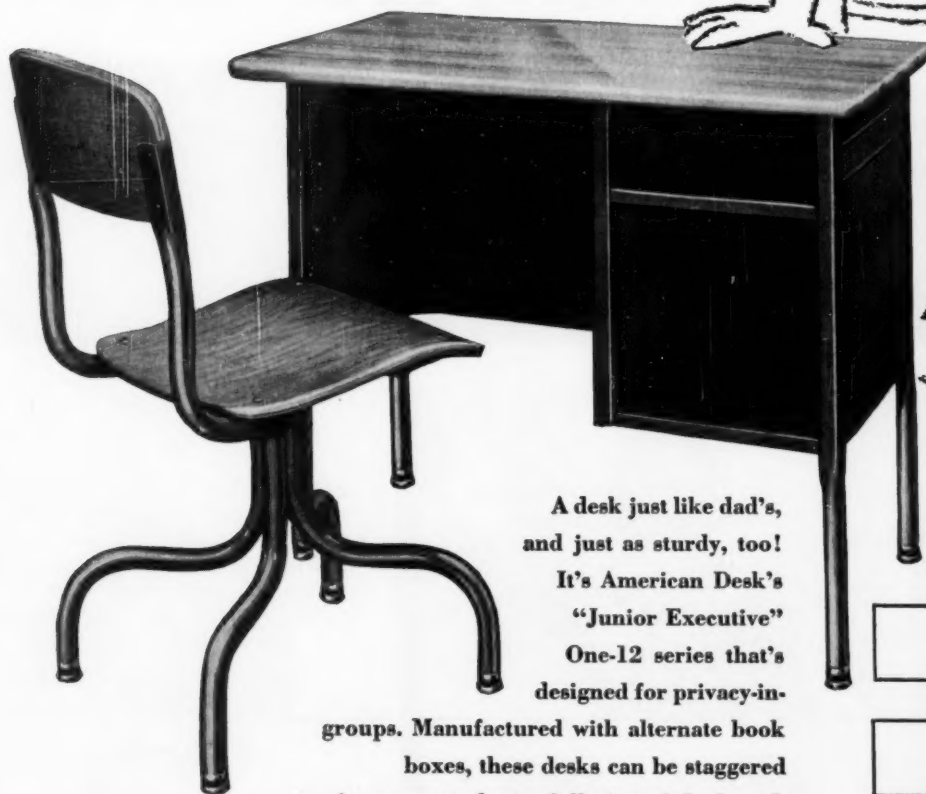
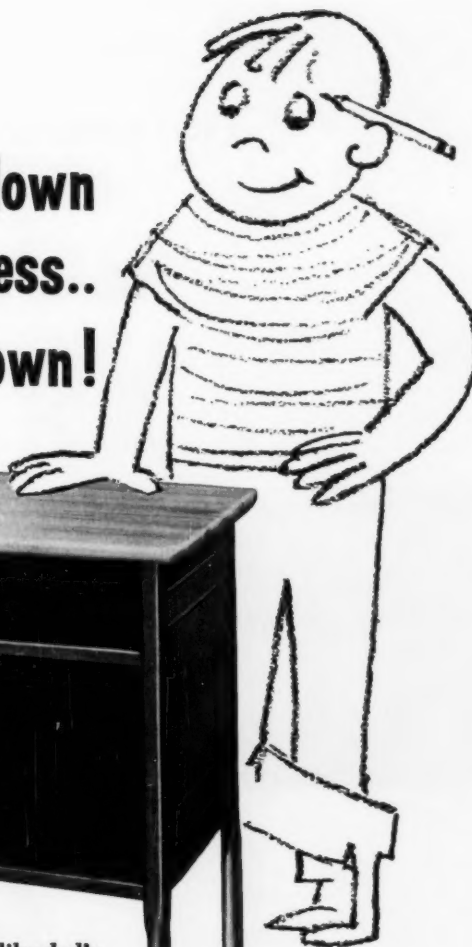
Maintenance Staff. The maintenance staff will take their vacation during the school year, except that one week may be taken during the summer school vacation period, with the approval of the buildings and grounds superintendent.

Requests for vacations must be for at least one week. Vacation periods will start at the beginning of the work week. Requests for vacation slips will be sent to the staff May 15 and must be returned to the business office by June 1.

BIRTH RATE RISES

The Metropolitan Life Insurance Company estimates that a total of 4,100,000 babies were born in the United States in 1955. The total compares with 4,073,000 for 1954, and 3,965,000 in 1953. The 1955 total was at the rate of 24.9 births for each 1000 inhabitants of the nation. The mortality declined to a new low rate of 26.4 for each 1000 live births.

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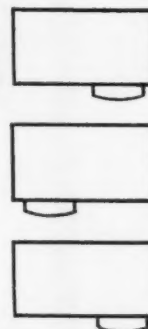
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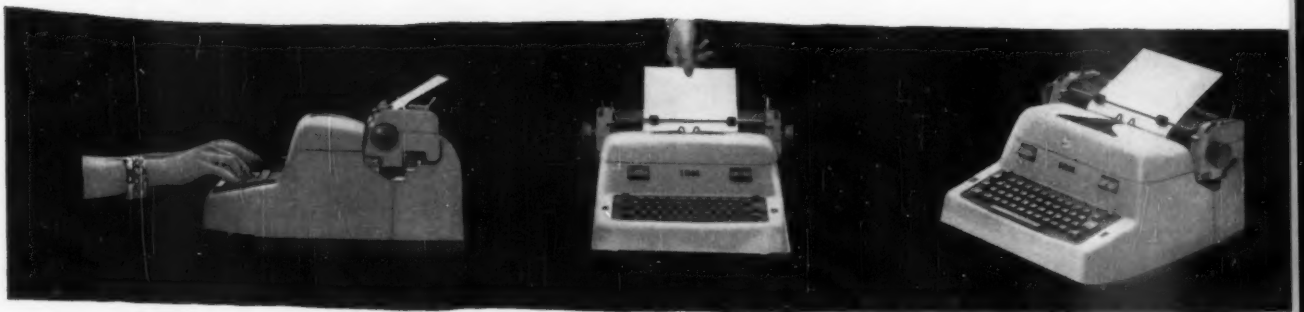


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Principals have discovered that students trained on IBM Electrics type better and faster on *all* typewriters—even manuals. And this results in happier, more confident students who are getting the best possible training for the best jobs of the future.



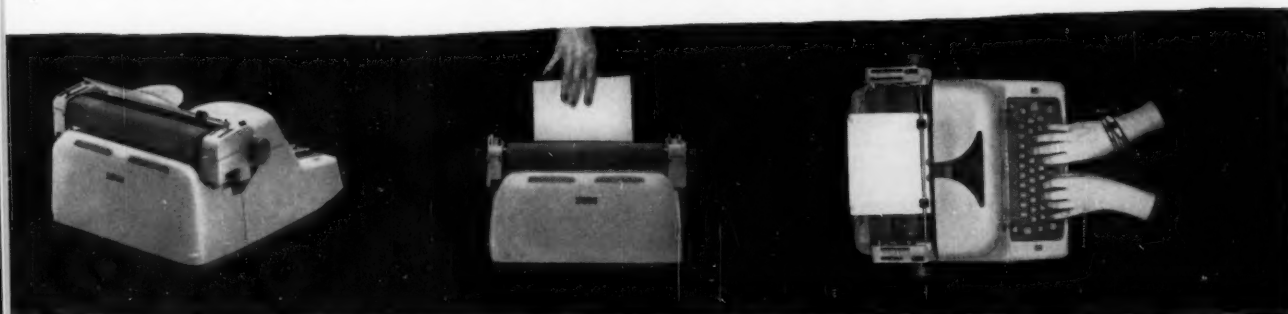
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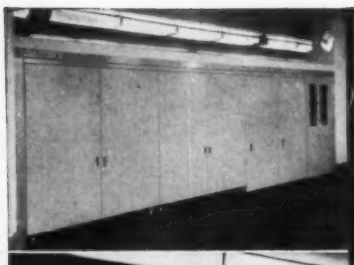


School board members are aware of the growing trend toward electrics in modern business today—and of the preference for the IBM Electric*. They feel schools must keep pace with this trend in order to prepare students best for future jobs.

Superintendents find the IBM Electric is undoubtedly the best typewriter buy for today's school needs. Because schools can expect longer and better service from the IBM, the per-student cost of a switch to the IBM Electric is surprisingly low.



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R-W *In-a-Wall* Steel Wardrobes

Here, at last, is a radically new and different wardrobe designed to meet the ever-expanding requirements of today's elementary schools.

Space-saving Model 785 *In-a-Wall* Steel Wardrobes combine the convenience of quiet, individually operated flush doors—with the durability and functional beauty of all-steel construction. Each double-door section with roomy steel hat and coat rack accommodates up to 20 pupils.

Quickly installed, these easy-to-keep-clean *In-a-Wall* wardrobes may be combined with teachers' closets, supply closets or book cases. There's no wasted wall space. Cork bulletin boards, chalk boards and rails which may be attached to doors, come in various sizes and colors to complement the mist green, desert sand or sea shell green finish of *In-a-Wall* units.

Your school can benefit too, with flexible, adjustable R-W *In-a-Wall* wardrobes. Write today for complete details. Installation is made by factory trained supervisors, and is fully guaranteed.

Only R-W *In-a-Wall* Steel Wardrobes give you all these advantages

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TEACHERS' SALARIES

★ Appleton, Wis. The school board has approved increases for teachers, effective September 1, ranging from a minimum of \$300 for present personnel, \$315 for advanced, and \$525 for veteran teachers. Teachers starting without experience will be paid \$3,500 for a 37-week contract, and \$6,400 for teachers in the top steps—married teachers, those holding degrees, and some holding elementary principal positions.

★ The voters of Dist. 102, LaGrange, Ill., recently approved a tax rate increase from \$1.12½ to \$1.25, which enables the board to increase the teachers' salaries for 1956.

★ New York, N. Y. The new \$349,000,000 budget of the board of education includes an \$11,000,000 item for salary increases approved last year, but does not include any new increases. It provides for 2451 new teaching, supervisory, and staff positions, smaller classes, summer schools for remedial reading, and youth centers. The board adopted a resolution urging the governor and the legislature to supplement the report of the Heald Commission by providing greater state aid. Efforts will also be made to obtain additional city funds.

★ Southington, Conn. The school board has approved a salary schedule, calling for a minimum salary of \$3,400 and a maximum of \$5,400.

★ Portland, Ore. All teachers have been given increases of \$200, with a promise to pay an additional increase at a later date. The \$200 added to the regular \$200 gives each teacher \$400 more than last year.

★ Des Moines, Iowa. The school board has proposed a new 3-year plan which would raise the salaries of teachers \$170 to \$306 for the 1956 school year. The proposal calls for a \$233 increase in the average teacher salary, from the present \$4,924 to \$5,157 annually. Another increase of \$225 a year would be given in each of the following two years. It is expected that the average salary in 1958-59 will be \$5,600 per year.

★ New Milford, Conn. The school board has adopted a new salary schedule, calling for a minimum of \$3,500 and a maximum of \$5,500 for teachers holding a bachelor's degree, and \$3,700 and \$5,700 for those holding a master's degree.

★ Plymouth, Mass. A new salary schedule has been adopted for the teaching staff. Teachers holding a bachelor's degree or 120 credits will be paid salaries of \$3,300 to \$5,100. Teachers having a master's degree, or 150 credits, will receive \$3,500 to \$5,400.

★ Port Townsend, Wash. The school board has approved new minimum and maximum salaries for teachers. The minimum salary is \$3,780 and the maximum \$5,460, the latter to be reached after six years' college preparation and 11 years' experience.

★ Lynn, Mass. The school board has adopted the first step in a three-year salary-increase schedule. The increases range from \$30 to \$1,000, but most teachers will receive an additional \$130 per year.

★ Middleboro, Mass. The school board has adopted a new plan for compensation of teachers in 1956. The plan provides for professional evaluation, but includes no immediate blanket increase.

★ Beatrice, Neb. All teachers in the schools have been given salary increases ranging from \$100 to \$250 per year, effective with the beginning of the next school term. Teachers will be allowed to accumulate up to 30 days' sick leave, at the rate of five days per year.

★ Newtown, Conn. The school board has adopted a salary schedule, calling for a \$3,400 minimum salary, and a \$5,400 maximum, to be reached in ten steps.



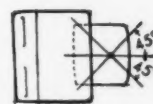
buy the desk designed for **ALL** of the children

ARLINGTON NO. 552 MOVE-ABOUT DESKS



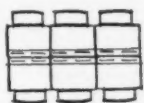
THE SOME-TIMES FORGOTTEN 14%*

Because the seat swivels 45° in either direction, both left and right handed children can adjust for proper elbow rest and body support. In grades kindergarten to 12, an average of 14.7% of all students are totally or partially left handed for writing and other manual activities. For both the left and right handed, remember Arlington.



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In every grade, body measurements of children vary amazingly. In grade seven for example, the average height is 62.9", but the range is 52.4" to 73.4" with a standard deviation of 3.51". Why make the short and the tall suffer and only approximate the in-between, when *adjustable* equipment like this Arlington desk provides *desk and seat height adjustment* for comfort and correct posture for all.



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*based on data from "The Functional Body Measurements of School Children" published by the National School Service Institute.



William A. Shannon

As of July 1, 1956, the new executive secretary of the N.S.B.A. will be Mr. William A. Shannon, former executive secretary to the Tennessee School Boards Association and presently superintendent of Morristown, Tenn.

Exactly 1276 board members and 376 guests registered at the Annual Convention of the National School Boards Association, held in Atlantic City, N. J., February 16-18, 1956. They came from 45 states and two territories (Guam and Hawaii). Alabama, Vermont, and West Virginia were the only states not represented by either a board member or a guest.

States registering the largest number of board members were Pennsylvania, 225; California, 150; Illinois, 107; New Jersey and New York, 106 each; Michigan, 80; Texas, 60; Ohio, 47; Indiana, 42; Connecticut, 33; Missouri and Utah, 29 each; Wisconsin, 25.

Growth in total attendance since the 1950 Convention in Atlantic City, when 120 people met together and set the present N.S.B.A. organizational pattern, has been as follows: 1951 — 266; 1952 — 510; 1953 — 813; 1954 — 1137; 1955 — 1131; 1956 — 1652.

Board Members Missed Convention

In spite of the fact that over 500 more board members attended the N.S.B.A. Convention this year than ever before, hundreds of others reach Atlantic City too late for their own national meeting, and attended only the sessions of the meeting of the American Association of School Administrators to which their superintendents belong.

It is regrettable that these board members, having decided to make the trip to Atlantic City, could not have arranged to arrive a few days earlier, with or without their superintendents, to contribute to and profit from the Convention specifically designed for them. The ideal arrangement for board members is to attend the N.S.B.A. meeting from start to finish, to have their superintendents join them for

the latter part of their Convention, and to stay over into the Convention of the American Association of School Administrators as long as they can, at least for Sunday and Monday. There seems to be no valid reason why board members and administrators should have to be together every day of both conventions. In fact, there are probably advantages for both groups in having some time to participate independently in their respective meetings, the board members before their superintendents arrive, the superintendents after their board members leave.

Who Should Attend?

Although structurally the N.S.B.A. is a federation of state school boards associations, with two voting delegates from each legally affiliated state association, the National Convention is open to all local board members. Local boards, by virtue of membership in their state associations, are identified with the national association and contribute to national policy.

The number of school boards and school board members in this country provides a tremendous potential, and if the National Convention continues to grow at its present rate, within a few years it will be one of the largest and most influential educational meetings in America. In contemplating such a probability, local boards should consider carefully their relationship to the annual convention of the National School Boards Association. Following are some suggestions in this connection:

1. Each local board should be represented each year. It is of increasing importance that school boards should broaden their understanding of the relationships in educational policy on local, state, and national levels in order to serve their own communities effectively.

2. One or two members from a board should attend—rarely the whole board, except in some unusual circumstance such as having a high-ranking national officer from the local district. In no sense should the national meeting be regarded as the occasion for a "junket" at public expense.

3. Representation should be rotated from year to year, so that during his term of office each member of the local board will have at least one opportunity to participate in a national convention and to gain the insight and inspiration it can give.

"All Aboard"

Record Attendance Marks 1956 N.S.B.A. Convention

EDWARD M. TUTTLE

4. New board members should be a little seasoned before they attend a national convention. This seasoning should come from attendance at area and state-wide meetings of their state school boards association, which are designed primarily to help them with their local problems. After they begin to understand educational relationships *within* the state, they are in a much better position to understand educational relationships *among* the states and in the nation as a whole.

5. Travel and subsistence expenses of local school board representatives to the N.S.B.A. Convention should be paid from school board funds. This is a legitimate investment designed to develop increasingly effective service to the

STABILITY

"Knowledge and timber should not be used much until they are seasoned."

— Oliver Wendell Holmes.

When green timber is used in framing a building, the structure suffers as the wood seasons. For season it must, as it gives up its surplus moisture to arrive at a stable condition of composition and strength. The wise builder knows that if his creation is to retain the perfection of its design, the timber he uses in its construction must be well seasoned and dependable in form.

Just so with our acquisition of knowledge. Information applied too quickly to varying life situations may not fit them appropriately, may even result in warpings and distortion where not intended. Knowledge has to ripen into wisdom. It must be seasoned with good judgment and good will before it can be used with skill and assurance in contributing to human well-being and the progress of mankind. — E. M. T.

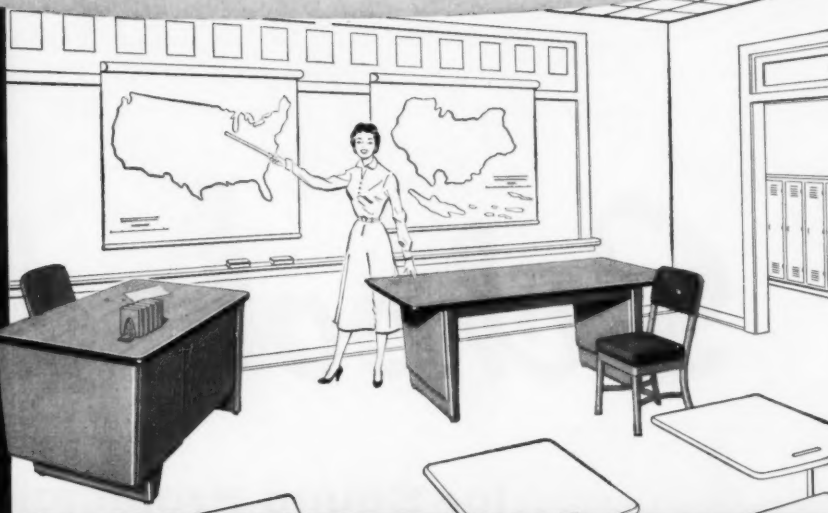
community: Most board members serve without remuneration and at considerable personal sacrifice. If they contribute time away from their businesses to attend a national meeting, they should not be expected to be out of pocket for the legitimate expenses of the

(Continued on page 84)



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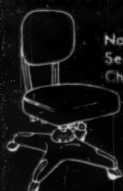
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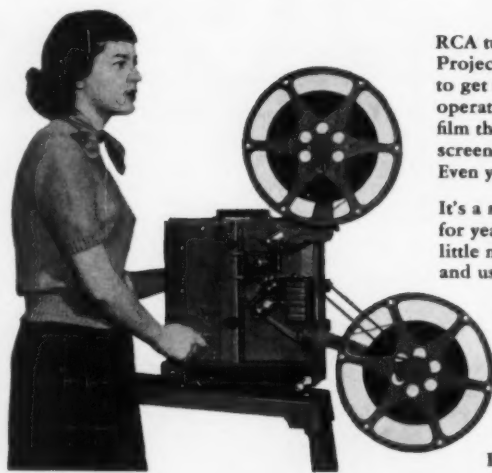
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SOUND AND AUDIO-VISUAL PRODUCTS

RADIO CORPORATION of AMERICA

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NSBA CONVENTION

(Concluded from page 8)

Clint Pace, director of the White House Conference on Education, reviewed the six well-known points on which the Conference reported. Work to achieve these points will not result in good for the schools unless the proposals are funneled through the local boards of education who, as links between the professional educators and the people, make the decisions and are responsible for good results in education. He added that "the White House Conference will deserve the criticism that it discussed problems already known. There is no point in mere gab, what you do with what you have learned, is what counts."

Regional Meetings

The findings and achievements of the state White House Conferences and the plans for putting them into effect were presented at five regional meetings, comprising respectively: (1) 11 Northeastern and New England States; (2) 10 South-eastern States; (3) 11 Northern and Mid-western states; (4) six Southeastern States; (5) nine Farwestern States. In the Midwest Conference, it was made clear that every state has its own setup in the nature of a council of professional and lay people, a state school boards' association, parents' groups, and taxpayers—all ready to review the findings of the Washington Conference and to move forward for legislative or other action.

Dr. Misner's Message

President-elect of the AASA, Paul J. Misner, pleaded in his address on Friday evening, for a better understanding of the professional status of the superintendent and more mutual respect and confidence for dynamic, creative, and professional leadership which is combined with competent and judicious lay control. A wise board will even "encourage their superintendent to make bold and visionary recommendations." Quoting from the New Year-book of AASA, he said:

American public school boards and their administrators live and move in pressures as a sailing craft lives and moves in wind and tide. That is the way it has always been and that is the way it must be—as long as our schools are literally of the people. . . . The future of America's children does not lie in turning off the pressures, though there are a good many extremist pushes right now that the schools could well do without, in the interest of getting on with the business of education. The future, for better or worse, depends upon what school boards and superintendents do with these pressures.

New Section Created

A newly created section of the Association, composed of members of suburban city boards of education developed significant information on the exceedingly difficult situations met in these communities. Most of these communities are populated by vigorous young families with children; they have little taxable property in addition to homes; bonding capacity is usually insufficient for needed school plants; there is competition for teachers' services from the large city. Donald Stevenson, president of the Illinois School Boards Association,



1956-57 NSBA OFFICERS AND EXECUTIVE COMMITTEE

The directing body of the National School Boards Association are shown above. Officers for the year are, seated left to right: Everett N. Luce, treasurer from Midland, Mich.; Mrs. H. M. Mulberry, first vice-president from Chicago, Ill.; Dr. Taylor T. Hicks, president from Prescott, Ariz.; O. H. Roberts, Jr., immediate past president from Evansville, Ind.; and Robert E. Willis, second vice-president from Bradenton, Fla.

spoke of the Cook County situation where in the past 10 years, some school districts have had a 600 per cent growth in enrollment. H. J. Burns, of Burlingame, Calif., described procedures for overcoming the antagonisms between the "old inhabitants" who want to hold the taxline, and the newcomers who want the advantages which they enjoyed in the large city. Mrs. Kermit Haugen, Richfield, Minn., described the difficulties of bond issues and increased taxation in a community which grew in 10 years from a total population of 900 to 36,000. Howard Schulz, of the Normandy School District, St. Louis, described the methods used in improving the school plant and the teaching staff in a school district which overlaps five or six towns or municipalities. County Supt. Noble Puffer, of Cook County, Ill., predicted that the problems of excessive growth and insufficient tax funds will vex suburban boards of education for another decade. Relief cannot come from twelve-months programs, half-day sessions, or other palliatives. New tax sources which tap new forms of wealth with new earning capacity, must be developed on a state-wide basis. If such state support of school fails, it may be necessary to call for federal aid.

Another new section for Intermediate or County School District Board Members was organized under the leadership of Roe M. Wright.

The Business Session

School board members believe heartily in democratic conduct of public business. The N.S.B.A. annual business meeting used democratic procedure with complete satisfaction of the 79 delegates and alternates. The Permanent Policies Statement which the Association uses to obviate the need

of annual resolutions of purpose, policy, and present attitudes, was amended by the addition of four new paragraphs. Of these, No. 21 urges that the curriculum of local schools reflect the considered wishes of a community and fit the present-day needs of every learner; No. 22 recommends that all children be instructed systematically and appropriately for their age concerning the schools in relation to the survival of our form of government; No. 23 recommends that the Association engage in school board research and make results available to state associations; No. 24 expresses belief in the need for long-range planning as a needed function of school. "Though their membership may change, school boards are continuing, and the educational process is never ending."

The Banquet Program

While the program for the annual banquet was announced as "honoring the past presidents" and the six past presidents in attendance were presented with plaques expressing the Association's gratitude for their service, the high point of the evening was a series of addresses on outstanding services of Edward M. Tuttle who is retiring from the secretaryship in July, 1956. Robert M. Cole, William C. Bruce, O. H. Roberts, J. G. Stratton, Paul Misner representing Worth McClure, and others spoke. A set of framed resolutions, a purse, and a watch were presented to Mr. Tuttle.

The formal address of the evening on the general convention theme, "Looking Ahead With School Boards," was read by Herold C. Hunt, undersecretary of the Department of Health, Education, and Welfare, Washington, D. C.

The convention in 1957 will be held in Atlantic City, February 14, 15, 16.

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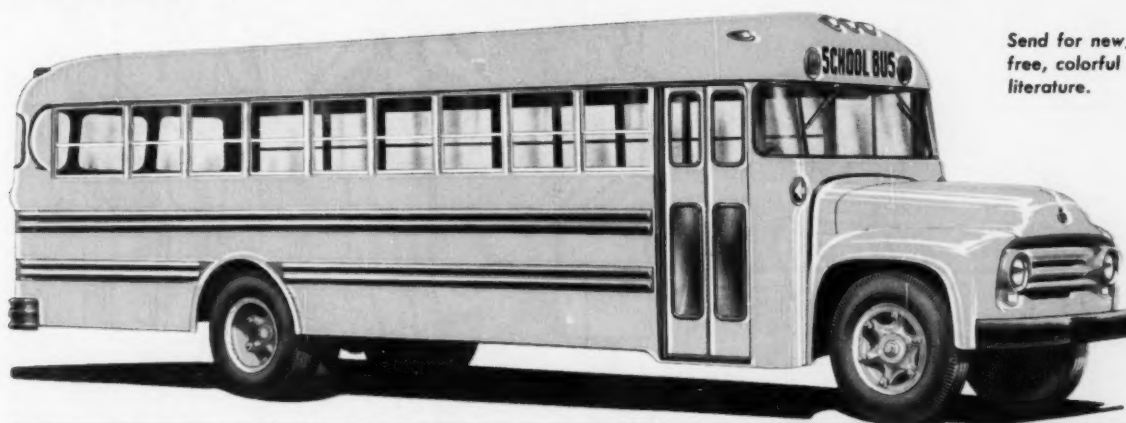
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PERSONAL NEWS

★ A five-man school authority has been elected for Warrington township at Warrington, Pa. Members of the school authority are H. DAVID SARGE, ANTON GRAFF, JR., NELSON ROBERTS, RUSSELL WILEY, and CHARLES T. CURTIS. The authority will be in charge of all new construction, which includes a new elementary school.

★ The Mt. Vernon, Ohio, board has reorganized with Dr. JOHN C. DRAKE as president. Mrs. MARY MINNICH has been elected new member of the board.

★ Dr. A. J. ALTIERO is the new president of the board at Niles, Ohio.

★ WALLACE S. EDWARDS is a new member of the board at Springfield, Ohio, succeeding Earl Skillings.

★ Mrs. RUSSELL B. PETTY is the new president of the board at Ogden, Utah. N. RUSSELL TANNER was named vice-president.

★ Mrs. FRANK WILLIAMS is the new clerk of the board at Newton, Kans., succeeding Leonard Nelson.

★ Dr. GRANT ATWELL is the new president of the board at Meyersdale, Pa.

★ CARL P. LEVINE has been elected president of the board at Cambridge, Pa. JOHN JADUS was named vice-president.

★ R. W. HARTLIEB, a former high school principal in Library, Pa., has been appointed administrative assistant to Supervising Principal H. H. Moore. THEODORE A. SIEDLE has been named high school principal to succeed Mr. Hartlieb.

★ ROBERT KRAMER is the new president of the board at Marion, Ohio. Dr. JAMES S. GREETHAM was named vice-president.

★ WILL M. ADAM has been elected president of the Audrain County R-1 school district board in Vandalia, Mo.

★ DEAN ERNEST O. MELBY, of the New York University School of Education, has announced his retirement, to become effective on August 31, 1956. Dr. Melby has accepted the position of distinguished professor of education at Michigan University, to take effect at the beginning of the fall term in 1956.

★ CHARLES L. BETTS has been elected director of

instructional materials for the public schools of Alhambra, Calif.

★ ARTHUR H. RAU has been elected president of the board at Portsmouth, Ohio. Mrs. ARTHUR C. HUSTON was re-elected vice-president.

★ The school board of North Versailles township, McKeesport, Pa., has reorganized with DONALD F. BELL as president; FRANCIS C. MURPHY as vice-president; SAMUEL S. DESIMONE as secretary; and ROY V. SKEPSTEDT as treasurer.

★ The board of school directors of the Borough of West Mifflin, West Mifflin, Pa., has reorganized with the re-election of PHILIP DAVIS as president. DAN FILO was re-elected vice-president.

★ ANTHONY MARCHAKTUS has been elected as high school principal at Lehman, Pa.

★ SUPT. B. F. JOHNSON, of Anadarko, Okla., has been re-elected for another year.

★ ROBERT R. ASHWORTH, of Kilgore, Tex., has accepted the superintendency at Corsicana.

★ C. L. NEWSOME has been elected superintendent at Kilgore, to succeed Robert Ashworth.

★ WILLIAM H. COOK is the new president of the Fairfield County board at Lancaster, Ohio. PAUL THOMAS was named vice-president.

★ Dr. RAYMOND S. LORD was elected president of the Knox County board at Mt. Vernon, Ohio.

★ RUSSELL Y. MARKELL, treasurer of the board at Hannibal, Mo., died January 21.

★ ROBERT T. MEYERS has been elected to a fourth term as president of the Wellersburg township board, Meyersdale, Pa.

★ Dr. JOE S. CAUSEY is the new president of the board of School Dist. No. 27, Douglas, Ariz.

★ GEORGE VAN ONSDALE has been re-elected president of the board at New Washington, Ohio.

★ Dr. VINCENT P. CENCI is the new member of the Hartford, Conn., board of education. Re-elected were LEWIS FOX and MARTHA L. JOHNSON.

★ SEYMOUR HENCK has been appointed to a position with the Southern Regional Education Board in Atlanta, Ga. He was formerly assistant to the manager of the Atomic Energy Commission and will now serve as manager of the Work Conference on Nuclear Energy.

★ PAUL OLSTAD, of Bemidji, Minn., has been elected president of the Minnesota School Board Association. Mrs. FRED PAUL has been named vice-president.

★ Six members of the Fairfax County, Va., school board have been replaced with new members. The



Eric A. Baber

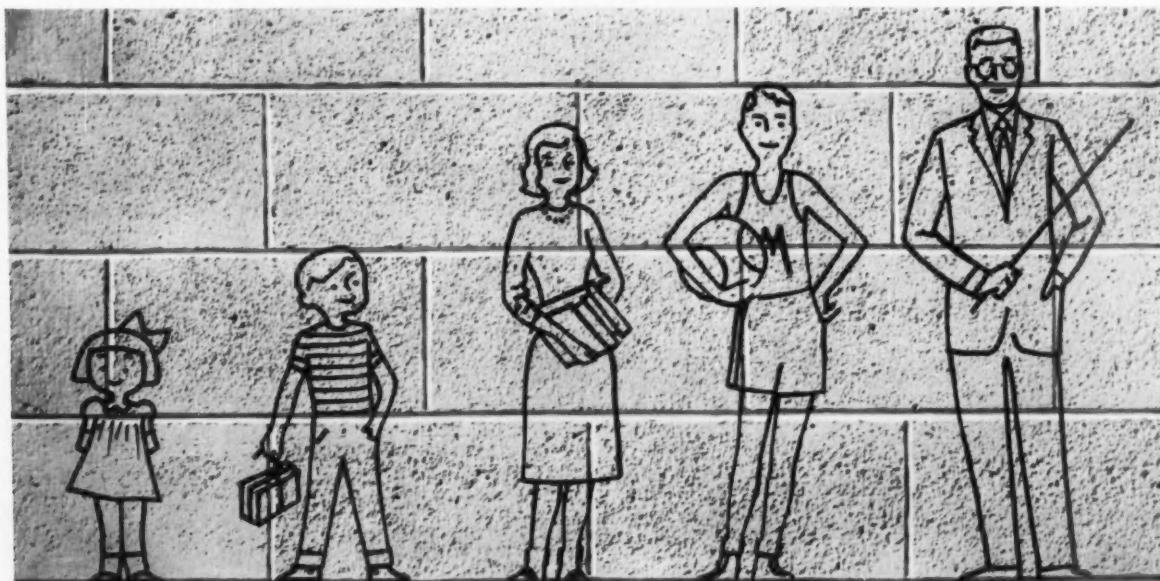
Dr. Eric R. Baber, superintendent of Rich Township High School, Park Forest, Ill., since the school's beginning in 1951, has resigned effective July. Dr. Baber has accepted appointment as superintendent-elect of the Waukegan Township Secondary Schools.

new members are CLYDE W. GLEASON, Mount Vernon; C. TURNER HUDGINS, Falls Church; SAMUEL S. SOLOMON, Dranesville; THEODORE STARK HERIOT, Centerville; and HILLIS LORV, Lee. ROBERT F. DAVIS, a holdover member, was reappointed.

★ SUPT. E. E. LOVELESS, of the Brook-Iroquois Consolidated School, Brook, Ind., has been re-elected for another year.

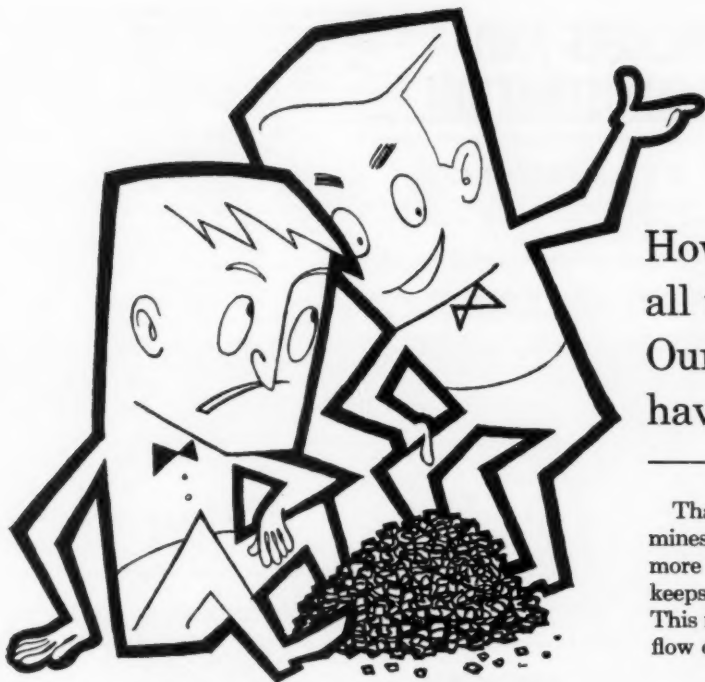
★ SUPT. J. C. RUTHERFORD, of Duluth, Minn., has been re-elected for another term, at a salary of \$8,000. He has formerly served as head of the St. Croix Falls, Phillips, and Tomahawk schools.

★ SUPT. E. G. LIGHTBOY, of Nebraska City, Neb., has been re-elected, at a salary of \$8,000 per year.



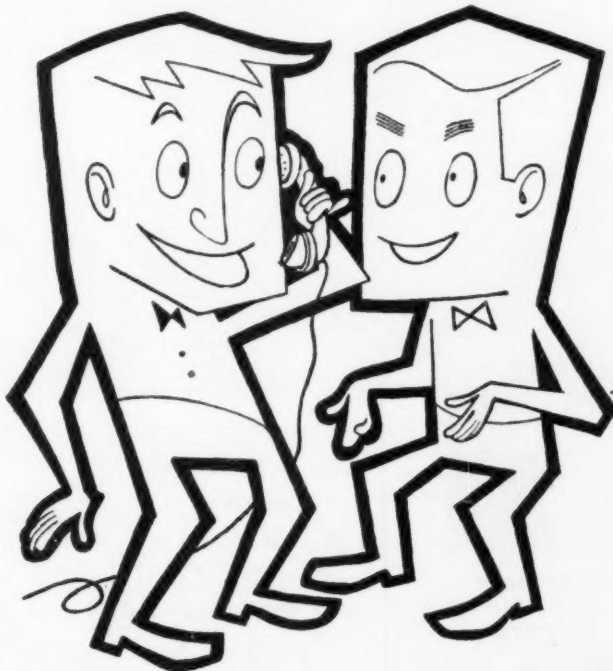
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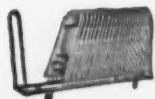
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TEACHERS AND ADMINISTRATION

A TEACHER-RATING CARD

A new teacher-rating card has been developed and is in use this year in the public schools of New Kensington, Pa.

Teachers are rated under this plan on five points:

1. *Personality*, including appearance, initiative, voice, character, reliability, health, and poise.

2. *Preparation* including use of English, subject mastery, enthusiasm, professional interest, daily plans, and civic responsibility.

3. *Techniques*, including room conditions, individualization of instruction, resourcefulness, motivation, conclusiveness, and control.

4. *Pupil Reactions* in the form of habits and skills, progress in subject matter, habits of thinking, behavior, interest and attitude.

5. *Co-operation*, as shown in sympathy for children, attitude toward criticism, loyalty to the schools, cordial relations with other teachers and superiors, and observance of school regulations.

The scheme is intended to help teachers rate themselves, as well as to provide superiors with specific points for rating the teachers.

TEACHERS AND ADMINISTRATION

★ The school board of Irwin, Pa., recently inaugurated a visitation program for members of the teaching staff. Each teacher was given opportunity to select the teacher whom she wished to visit. Where no choice was indicated, the supervising principal assigned the

teacher to a teacher in a nearby district. Teachers visited classes for gifted, special reading groups, mathematics and social science, and workshop groups. The teachers were required to present written reports on the results of their visits.

★ The school directors of the Borough of West Mifflin, West Mifflin, Pa., in January, 1955, made available to all school employees, at no expense, a new insurance program which includes group hospitalization, life and surgical expense. The life insurance policy is in the amount of \$1,000, the hospital insurance takes care of hospital expenses up to \$10 a day for thirty days, plus hospital extras. The surgical expenses take care of operations on an approved list.

★ Holdenville, Okla. The school board has offered social security benefits for all school employees, to be voted upon May 23, 1956. This is in addition to teacher retirement provisions. The board has also adopted a new policy of mandatory retirement of teachers upon reaching the age of 65.

AFTER THE MEETING

SUCCESSFUL EXAMINATION

In a book on the five Eisenhower brothers, the author, Bela Kornitzer, quotes Edgar Eisenhower as telling how he was unable to pass examinations while in college. He says:

"Now, I don't know the secret of study. I know something about the secret of how to pass an examination, and that's very simple. Get your lesson each and every day so you understand it. Don't just go into class with enough memory work to get by the professor, but actually understand that lesson, because one lesson leads into the next one. And if you understand your lesson each and every day, you're going to pass a respectable examination. No, the real secret of study I don't know. I do know that how to learn suddenly opened up to me—just like pulling on an electric light. And I was astonished that it hadn't happened before, and when it really did happen I was quite happy."

Pesky Parents

"I'm sorry, teacher, but I cannot get my report card back to you yet," said the little boy.

"You see," he explained, "you gave me an 'A' in arithmetic, and my folks are still mailing it to the relatives."—*Wall St. Journal*.



— BRAD ANDERSON

"I wish it was as easy to remember what we learn in school, as it is what we learn out of school."



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Arch. J. E. Coyle, Joliet, Ill.

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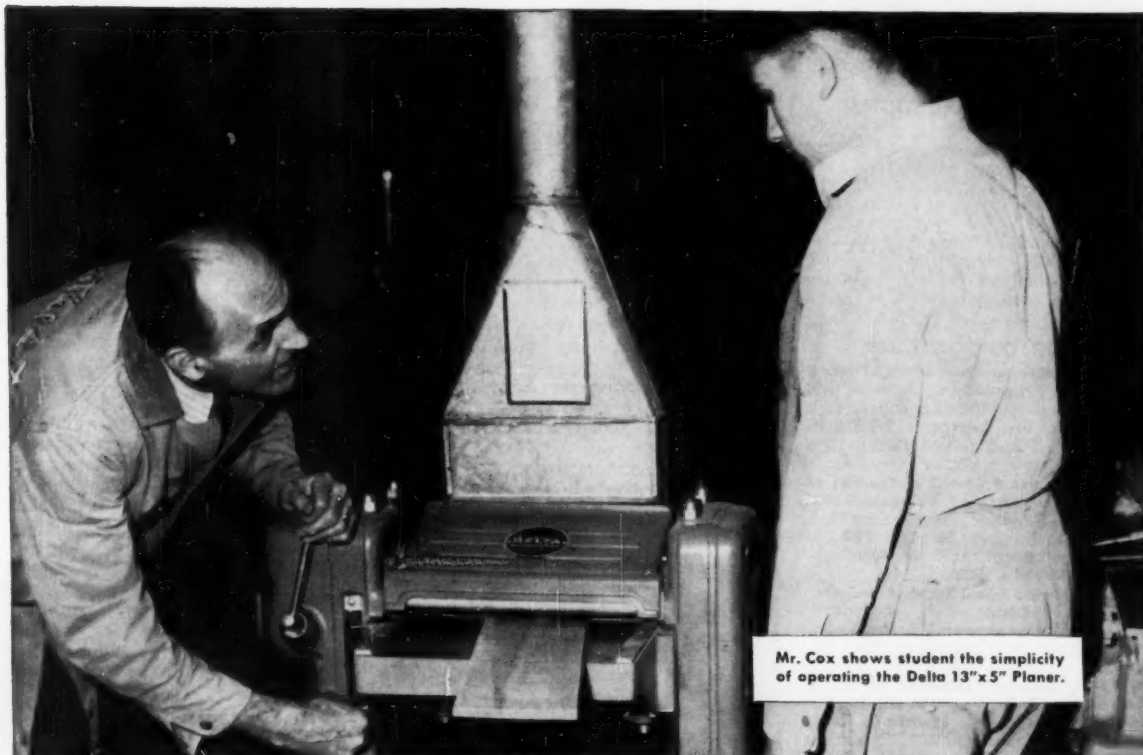
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SCHOOL FINANCE AND TAXATION

SCHOOL BOND SALES

During the month of January, 1956, permanent school bonds for school construction were sold in the amount of \$175,840,000. The largest sales were made in:

California	\$18,944,000	New York	\$13,757,000
Illinois	\$2,538,000	No. Carolina	2,590,000
Louisiana	9,400,000	Ohio	21,324,000
Massachusetts	3,470,000	Pennsylvania	4,423,000
Michigan	9,045,000	Texas	5,595,515
Minnesota	4,495,000	Virginia	2,800,000
New Jersey	3,282,000	Washington	3,351,000

As of February 23, 1956, the average yield of 20 bonds was 2.42 per cent.

SCHOOL CONSTRUCTION

During the month of February, 1956, contracts were let in 11 western states for 106 school buildings to cost \$43,130,171. Additional projects, numbering 196 schools, were reported in preliminary stages, to cost \$116,525,502.

During the month of February, 1956, contracts were let in 37 states east of the Rocky Mountains for the erection of 591 school buildings, at a total contract valuation of \$144,791,000.

COMING CONVENTIONS

April 5-7. Southeastern Association of School Business Officials, Brown Hotel, Louisville, Ky. President: Crawford Greene, Hillsborough County, Tampa, Fla. Secretary: Walter R. Latapie, Orleans Parish School Board, New Orleans, La. No exhibits. 200

April 11-14. National Council of Teachers of Mathematics, Schroeder Hotel, Milwaukee, Wis. President: Marie S. Wilcox, Thomas Carr High School, Indianapolis, Ind. Secretary: M. A. Ahrendt, 1201 Sixteenth St., N.W., Washington 6, D. C. Exhibits. 1200

April 11-12. Florida School Boards Association, Miami, Fla. President: Earl McFarland, Blountstown, Fla. Secretary: Ed Henderson, 208 W. Pensacola St., Tallahassee, Fla. No exhibits. 260.

April 12-13. Indiana Association of School Superintendents and Business Officials, Purdue University, Lafayette, Ind. President: Keith Shock, Administration Bldg., 802 E. Market St., New Albany, Ind. Secretary: Mrs. Elizabeth Hatfield, Administration Bldg., 4819 Magoun Ave., East Chicago, Ind. Exhibit chairman: George Bush, Purdue University. 100

April 11-13. Michigan School Business Officials, Pantlind Hotel, Grand Rapids, Mich. President: Richard B. Warren, Muskegon Public Schools, Muskegon, Mich. Secretary: Alfred C. Lam, 5454 Cass Ave., Wayne University, Detroit 2, Mich. Exhibits. 250

April 12-14. Missouri Association of School Business Officials, Hotel Robidoux, St. Joseph, Mo. President: George Mueller, 9th and Locust, Kansas City, Mo. Secretary: Norman Hoeft, Board of Education, Springfield, Mo. Exhibit Chairman: Walter Hickman, 1621 E. 31st St., Kansas City, Mo.

April 19. Northwestern Ohio School Boards Association, Lima High School, Lima, Ohio. President: Lawrence Bidlack, Oakwood, Ohio. Secretary: Paul Staubb, Bluffton, Ohio. No exhibits. 300

May 20-23. New York State Association of School Business Officials, Hotel Syracuse, Syracuse, N. Y. President: H. William Kessler, Red Hook Central School, Red Hook, N. Y.; Secretary: M. G. Osborne, State Education Department, Albany, N. Y. Exhibit Chairman: F. J. Lunchinger, North Syracuse Central School, North Syracuse, N. Y. 350

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	Date	Latest Figure	Previous Mo.
School Building Construction ¹	Feb., 1956	\$144,791,000	\$189,710,000
School Building Construction ²	Feb., 1956	\$ 43,130,171	\$ 18,945,843
Total School Bond Sales ³	Jan., 1956	\$175,840,000	\$170,589,000
Latest Price, Twenty Bonds ⁴	Feb. 23, 1956	2.42%	2.48%
New Construction Expenditures ⁵	Jan., 1956	\$231,000,000	\$229,000,000
Construction Cost Index ⁶	Feb., 1956	623	622
Educational Building, Valuation ⁷	Oct., 1955	\$ 90,500,000	\$108,700,000
Wholesale Price Index ⁸	Feb. 28, 1956	112.1	112.0
U. S. Consumer's Prices ⁹	Dec., 1955	114.7	115
Population of the U. S. ¹⁰	Jan. 1, 1956	166,738,000	166,280,000

*Compiled Mar. 8, 1956.

¹Dodge figure for 37 states east of Rocky Mts.

²11 states west of Rocky Mts.

³Bond Buyer.

⁴Joint estimate, Depts. of Commerce and Labor.

⁵American Appraisal Co., Milwaukee.

⁶U. S. Dept. of Labor.

⁷U. S. Dept. of Commerce.

JOURNAL CELEBRATES 65th ANNIVERSARY

There was a triple reason for celebrating at the Atlantic City convention of the American Association of School Administrators as the AMERICAN SCHOOL BOARD JOURNAL noted its 65th Anniversary, honored its editor for his 50 years of editorial work on the JOURNAL, and welcomed its newly appointed publisher, Frank Bruce, Jr.

In the JOURNAL exhibit at the AASA convention was a copy of the March, 1891, issue which marked the beginning of the magazine and of the Bruce Publishing Company. Accompanying it were several other anniversary issues which showed the growth of the JOURNAL from a tabloid newspaper style read by a few hundred school board members to the present format and readership of more than 25,000 superintendents, school board members, school officials, and school architects.

In its 65 years of publication, the JOURNAL has watched the growth of the American Association of School Administrators from the old Department of Superintendence of the National Educational Association with a few hundred in attendance to the recent Atlantic City meeting where more than 18,000 school leaders registered.

In its early years, the JOURNAL was aimed exclusively at school board members, having been founded by William George Bruce because there was no magazine which would help him as a member of the Milwaukee School Board. But within a few years, the JOURNAL became accepted as the magazine for school administrators as well, and has continued through its publication history to serve professional schoolmen as well as lay board members.



William C. Bruce, editor of THE AMERICAN SCHOOL BOARD JOURNAL, accepts the congratulations of J. E. Cumisky, market development manager of the Minneapolis-Honeywell Regulator Co., on the occasion of the 65th Anniversary of the founding of the JOURNAL at the AASA Convention in Atlantic City. On hand to extend best wishes for the future were Lois Corbeil, Special Promotion Manager of the A. B. Dick Co., president of the Associated Exhibitors of the National Education Association; Frank Bruce, Jr., newly appointed publisher of the JOURNAL; and Elliott C. (Jack) Spratt, secretary of the Hillyard Chemical Co.



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SCHOOL BOARD NEWS

★ **Tucumcari, N. Mex.** The board of education has adopted a new school policy governing participation in athletics, records, assemblies, and discipline. The policy states that a teacher has a right to administer just and reasonable punishment to students who do not observe decent standards of conduct.

★ **Albuquerque, N. Mex.** The school board has ordered its business manager to invest \$1 million from its building fund in U. S. Treasury certificates of indebtedness, bearing 2 per cent interest, and due June, 1956. It was charged that the city and county schools had \$10 million lying idle in checking accounts, drawing no interest.

★ **Duval, Fla.** The board of school trustees has gone on record suggesting the maximum

utilization of the school plant on a 12-month basis, effective with the beginning new term in September, 1956. The purpose of the change is to put the schools on the same businesslike basis as any commercial plant.

★ A new lay board of education with broad powers of administration, has been set up in Adams County, Wash. The board which consists of five members for each of the five third-class districts, replaces an old county board, appointed by the county superintendent. The election of the new board will take place at the next general election. It will have more power than the body it replaces. Its duties are:

1. Advise with and pass upon recommendations of the county superintendent in preparation of manuals, courses of study, rules and regulations for circulating libraries, and other duties requested by him.

2. Advise with and pass upon choice of textbooks for third class districts.

3. Adopt rules and regulations for schools of the county not inconsistent with the state.

4. Approve budget of county superintendent and certify same to the county commissioners and to State Board of Education the estimates of the amounts needed.

5. Meet regularly according to schedule adopted at the organization meeting.

One of the powers which the new board will have is financial. Formerly, the County Board of Education had only an advisory voice; now the law states: "... they shall submit the budget to the county commissioners, and they shall approve it."

Each member of the new group must be a qualified voter, a legal resident of the district for which he files, and not an employee of any school district.

★ The board of education of Lewistown, Pa., in co-operation with Supt. R. H. Bartholomew, has begun the preparation of written board policies. Policies now followed have been put in writing and new ones will be inserted as they occur. It is expected that the work will require a year for completion.

★ **Taos, N. Mex.** The school board has approved a new salary schedule for school lunchroom workers. Beginning workers will be paid \$3 per day; workers with one year's experience, \$3.60; assistant cooks, \$4; head cook, \$5; dining room workers, \$5; supervisor, \$10. The staff has been cut from 12 to 10 workers.

★ The Boston school committee has authorized the business manager to pay clerical employees for overtime at the rate of time-and-one-half during emergency periods.

★ **Somerville, Mass.** The school board has discontinued its committee of the whole and will transact all business at public meetings on the second and fourth Tuesdays of each month. Provision has been made for an executive session whenever a majority of the committee so votes for discussion of any matter which may not be discussed in public.

★ **Albuquerque, N. Mex.** The board of education has adopted a statement of policy outlining rules under which it and its executive officer, the superintendent, will operate. Under the rules, the superintendent must attend all meetings. Meetings will be open to citizens and the press. The board will follow definite policies governing the employment, promotion, and demotion of staff members and employees. Employees to be dismissed must have hearings before the board.

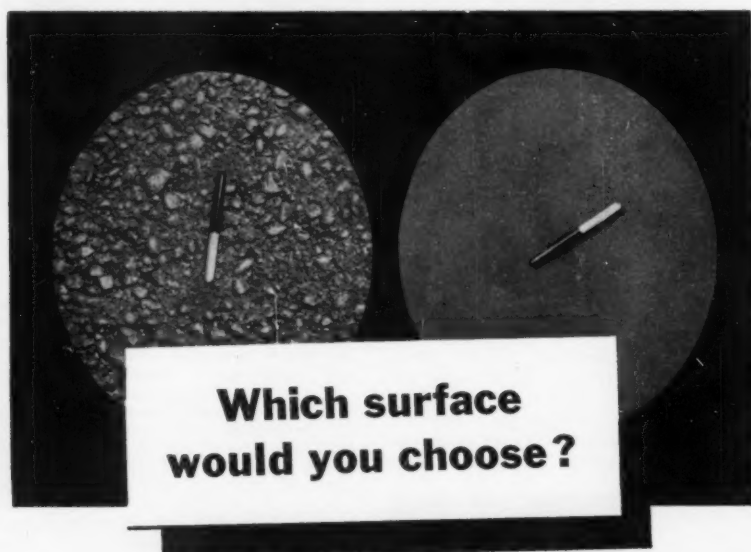
★ The New York City board of education has employed Miss Eleanor Pepper to work out suitable color schemes for the classrooms in new P. S. 41, Manhattan. In a report to the board, Supt. William Jansen has pointed out that color is recognized as important in school design, particularly from the point of view of its effect on the pupil toward learning, as well as his physical and mental comfort.

★ **Sharon Hill, Pa.** The school board has increased the tuition rates for out-of-town students. The annual rate for high school pupils is \$402.67, and for elementary pupils, \$261.13.

★ **Tionesta, Pa.** The school board has voted to continue its ban against blue jeans for high school girls. Superintendent Watson pointed out that the law allows the board to make any reasonable rules and regulations covering the conduct of the school.

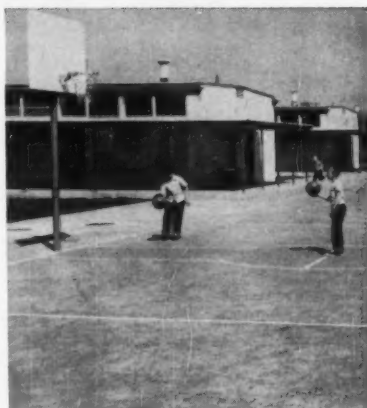
MERIT CERTIFICATES

The board of education of Lewistown, Pa., recently held a board-faculty dinner, at which time teachers with 25 years' professional service were honored and given certificates of merit. The faculty and board provided part of the entertainment. Former teachers, administrators, and board members were present on invitation.



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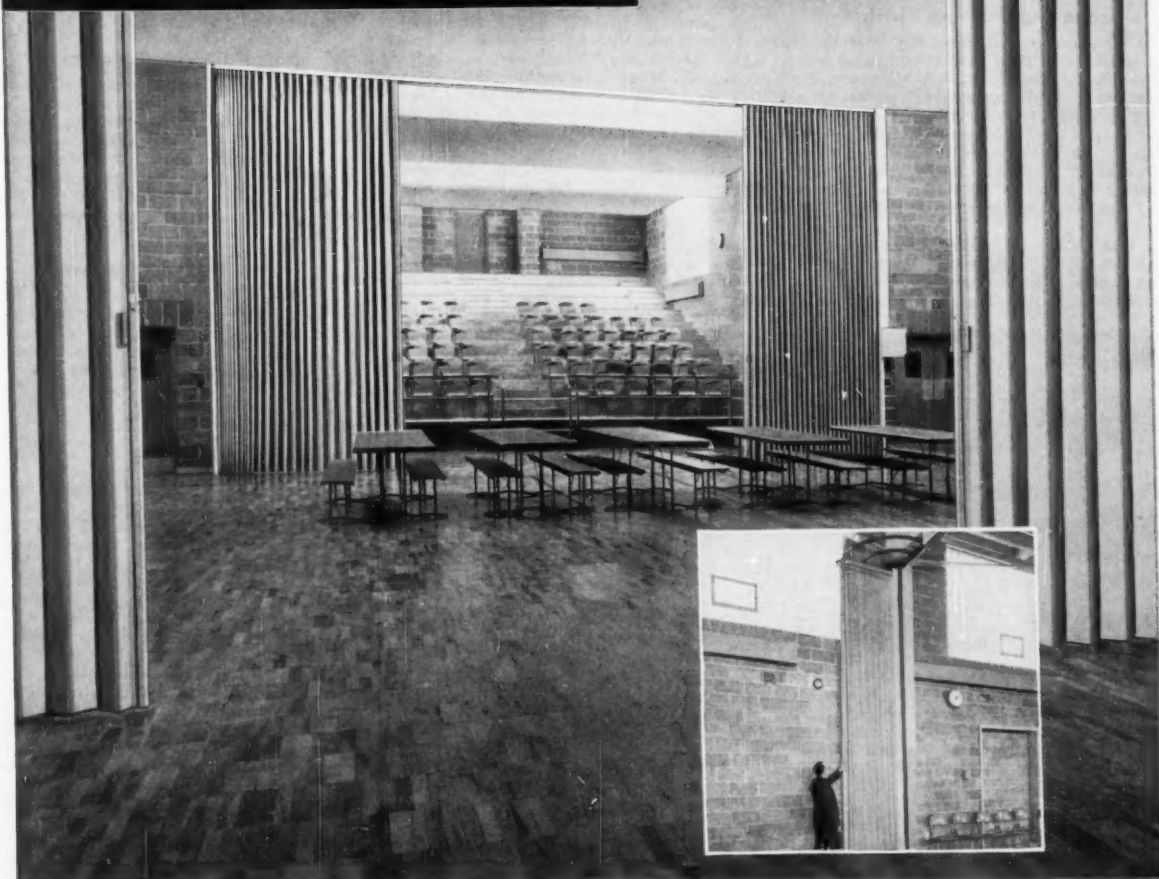
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SCHOOL LAW NEWS

Schools and School Districts

A Wisconsin statute providing that deeds and leases and title to property of a city school district should vest in the city was not violative of any constitutional rights of a town or village, whose territory was attached to the city school district. Wis. statutes of 1953, §§ 40.807, 40.809, 66.03 (3); Statutes of 1951, § 40.303.—*Zawerschnik v. Joint County School Committee of Milwaukee and Waukesha Counties*, 73 Northwestern reporter 2d 566, 271 Wis. 416.

A Wisconsin county school committee, or a joint committee, possesses the power to order the creation, alteration, consolidation, or dissolution of school districts within its jurisdiction.

tion. Wis. statutes of 1953, § 40.03 (1)—*Zawerschnik v. Joint County School Committee of Milwaukee and Waukesha Counties*, 73 Northwestern reporter 2d 566, 271 Wis. 416.

"Alteration" within a statute, authorizing a county school committee to alter school district territory, connotes both "detachment" and "attachment," and permitted the joint school committee to detach part of a school district and attach it to another. Wis. statutes of 1953, § 40.03 (1).—*Zawerschnik v. Joint County School Committee of Milwaukee and Waukesha Counties*, 73 Northwestern reporter 2d 566, 271 Wis. 416.

A Wisconsin statute providing that where the territory affected lies in two or more counties, the school committees of such districts should act as a joint committee, does not limit jurisdiction in cases where parts of a district are in different counties, and authorized the committee of one county to participate in the joint committee's order, dividing

or affecting the school districts in another county, where the organization plan embraced a joint district which lay partly in each county. Wis. statutes of 1953, § 40.02 (5).—*Zawerschnik v. Joint County School Committee of Milwaukee and Waukesha Counties*, 73 Northwestern reporter 2d 566, 271, Wis. 416.

School District Government

A Kentucky statute providing that the office of a county school board member shall be deemed vacant if the member fails to attend three consecutive regular meetings without excuse, contemplates a type of inaction revealing an intention to abandon the duties of the office. KRS. 160.270.—*Com. ex. rel. Buckman v. Mason*, 284 Southwestern reporter 2d 825, Ky.

School District Property

A city board of education was not liable for injuries sustained by a minor child when struck by a bicycle, which was being ridden by a playmate, as the child was about to leave the schoolyard in which he had been playing after school hours.—*Diele v. Board of Education of City of New York*, 146 N.Y.S. 2d 511, N.Y. App. Div.

Teachers

Seniority rights under the Teachers' Tenure Act exist for the dual purposes of assuring continuity of service for faithful labor, and of providing efficient service to the state as a result of experience. 24 P.S. § 11-1125 (b).—*Welsko v. School Board of School Dist. of Foster Tp.*, Luzerne County, 119 Atlantic reporter 2d 43, Pa.

A school board in Pennsylvania, which reduced the teaching staff in the high school on account of the financial condition of the school district, was not warranted in suspending a teacher having seniority, while retaining five teachers with less years of service, though those five teachers taught subjects, which the suspended teacher was not qualified to teach, where the subjects taught by two of the retained teachers could be taught by other teachers on the teaching staff. 24 P.S. § 11-1125 (b).—*Welsko v. School Board of School Dist. of Foster Tp.*, Luzerne County, 119 Atlantic reporter 2d 43, Pa.

JACKSON CELEBRATES

The dedication of 19 new school buildings and open house following the completion of additions and renovations of 15 further schoolhouses marked the American Education Week 1955, in Jackson, Miss. The program of school plant expansion and improvement was initiated by the board of education and the city government in 1949 by the issuance of \$16,000,000 of school bonds, of which \$14,600,000 have now been expended for two senior high schools, two junior high schools, 13 elementary schools, a junior-senior high school, and an elementary-junior high school. Practically every schoolhouse in the district has been renovated or repaired and additions to 17 further buildings have been completed.

President John C. Batte of the board of school trustees, in a public letter, thanked the community and the several officials and local organizations for the co-operation which has made it possible to house all the 21,900 children in modern school plants suited to the present educational program. The still uncompleted portion of the program will enable the board to house 8750 additional pupils who will be enrolled by 1960.

The achievements of the board in administering the program of school plant extension was properly reviewed in 12-page "New School Buildings sections," of the "Jackson Clarion-Ledger" and the "Mississippi State Times."

NATURAL SLATE... RIGHT **YESTERDAY TODAY TOMORROW**

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EXTRA TEACHERS FOR LARGE CLASSES

C. H. TAYLOR

Superintendent of Schools
Midland Park, N. J.

One of the most pressing problems that has faced all superintendents and boards of education during the past decade has been the problem of overcrowded classrooms and swelling enrollments.

Many school systems have used double sessions as a way of temporarily meeting this large enrollment without having adequate space. Others have used substandard classrooms that were created from firehouses, borough halls and churches, and vacant stores. The objections to the creation of double sessions has been that the afternoon group of children have oftentimes suffered much in their learning situations. Also in the use of double sessions, the time elements have caused some children to attend school so early that their departure from home has been in darkness. This has caused a serious safety hazard. The use of special substandard facilities created out of borough halls, firehouses, etc., has been unsatisfactory because of the segregation of these classes from the other activities of the whole school such as assembly programs, music facilities, art facilities, shops, and physical education space.

Here at Midland Park, the idea of using extra space, such as corridors, as well as using extra teaching personnel has met with some success. A typical example of this technique has been to employ three teachers for two classrooms with the third or extra teacher assisting each of the homeroom teachers in providing more individual attention to pupils. This idea has been in use now for some six years and some guide-

posts as well as some results have been observed.

It has been found that experienced teachers of high quality have been best suited for this task of helping teacher. It has been our experience also that the planning of the schedule should have been done co-operatively by the teachers and principal with general approval by the superintendent.

It has been evident also that this type of school organization has needed public acceptance. Hence, the use of extra teachers has been publicized by pamphlets sent to the home and by explanations given to different parent and community groups.

This type of program has enabled our district to avoid part-time sessions and all of the problems that are entailed with those programs. The advantages of this extra teacher idea has seemed to have been as follows. The program has:

Provided attention to individuals.

Accented emphasis on basic skills.

Enabled teachers to reduce load of pupil records work.

Avoided the double session idea with its disadvantages.

Avoided use of substandard and off premises facilities.

Met general approval by public and parents.

This type of program has not caused our public to be apathetic toward our needs for space. On June 2, our district voted a \$1,400,000 bond issue to construct additional school facilities. This will provide enough space so that all classes will have enrollments of 28 pupils or less. In general our conclusion seems to be that by keeping this problem before the public, yet at the same time employing sufficient personnel, our district has met the challenge of overcrowdedness with understanding for the real victims, our children.

when the school was dedicated in October, 1954, some 25 paintings and sculptures were included among the gifts. Among them were water colors and oil paintings of colorful, eye arresting local scenes as well as those of a more general character. To give added variety and to "widen the artistic horizons" of the students some were painted in the modernistic manner and others in more traditional fashion.

A committee selected from among the donors determined where the creations should be exhibited. Several were placed in the school's library and others in special rooms and the office suite. Two unusually large paintings were hung in the cafeteria to add the warm, friendly atmosphere established there through colorful wall and floor treatment and attractive furnishings.

The Morris Township Board of Education approved establishing the permanent art exhibit when the administration expressed the belief that this method would assist the school in developing appreciation of art and in teaching discriminating judgment. Present-day theory, the group was told, holds that art should have an effect on the students' everyday living and train them not only to be producers of art but consumers of the art products of others. It was also added that presence of such an exhibit would also improve school morale since students would learn to respect what they and others consider of value.

The exhibit of adult works of art will not lessen the emphasis on student exhibitions which have been a prominent activity in Morris Township's junior high schools for two decades. The new school's art room is equipped with large areas of tackboard space and other places where each youngster's creative talents may be displayed for that feeling of accomplishment one needs if he is to continue to explore his interest and abilities. Shelves filled with such items as ceramics supplies, poster boards and paints, oils and water colors, are right at hand so that an enthusiastic teacher and a roomful of "kindred spirits" can capitalize on any desire or interest.

Perhaps the student interviewed by a metropolitan newspaper summed up the matter when she said: "I like the paintings and other works of art because they give our school a homelike feeling. It's nice to have beauty brought into your life — even in school. And knowing that they are created by some of your own neighbors gives you the courage to believe that maybe someday you'll be able to do things just as nice yourself."

NEIGHBORHOOD ART ON PERMANENT EXHIBIT

JAMES M. LYNCH, JR.

Principal, Morris Township Junior High School
Morristown, N. J.

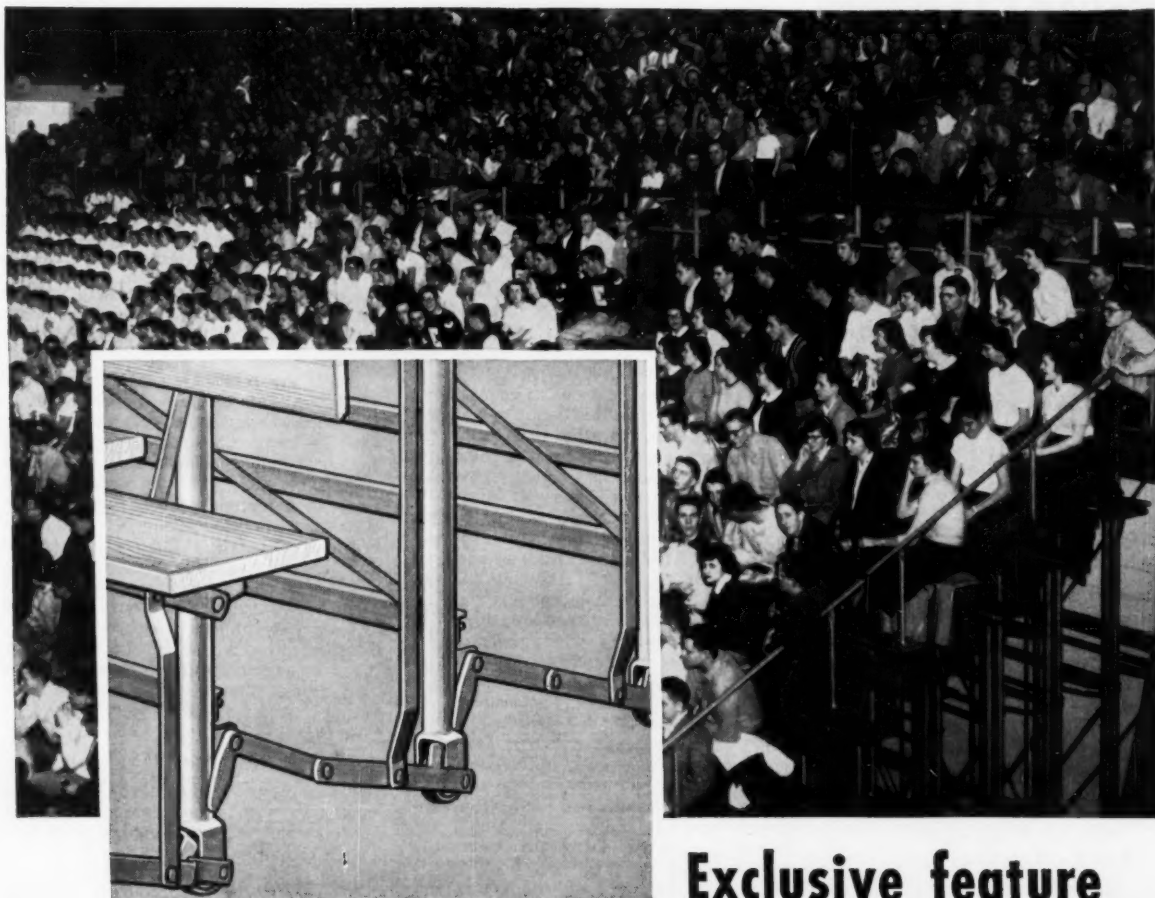
Does the availability of good books stimulate reading? Does hearing talented performers render top-flight compositions improve one's taste in music? Few, if any, would argue these points. What, then, in the field of art? Will the presence of good creative works in this field stimulate purposeful activity of a similar nature? Again logic would seem to indicate an affirmative.

When the Morris Township, N. J., Junior High School was being built a gift-co-ordinating committee composed of lay citizens and school officials arranged with the Morris County Art Association to secure a number of different *objets d'art* to be placed on permanent exhibit in the building. The idea was greeted enthusiastically by local artists with the result that

NEW MAXIMUM SALARIES

To provide salary increases for veteran teachers, the board of education of Latrobe, Pa., has adopted a new salary schedule for 1956-57. The schedule gives professional employees who have reached the maximum state mandated salary four additional annual increases of \$100 each. For teachers with a standard certificate, the minimum is \$2,800, and the maximum, \$4,400; for teachers with a college certificate, \$2,800 and \$4,800; and for those with a master's degree, \$2,800 and \$5,200. In addition each teacher is allowed sick leave with full pay, and two additional days for emergencies.

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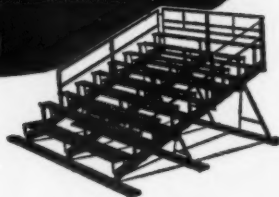
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"ALL ABOARD"

(Continued from page 66)

trip. In states where such reimbursement is not legally permissible at present, the school boards associations should take steps to secure authorization by legislative enactment.

6. Local boards should insist that their representatives to the national meetings bring back as complete reports as possible and share all that they have been able to learn with their fellow board members.

A Broader View Is Needed

By a show of hands, more than two thirds of the board members attending the 1956 N.S.B.A. Convention were at the National meeting for the first time. This throws considerable light on the criticisms some of them voiced at the "Free-for-All Session" on Saturday afternoon, and in private conversations, that they were disappointed in not getting from the Convention more direct answers to their local community problems.

It is not the primary function of the National Convention to solve local board problems, though it may often help to do so indirectly. Since, in this country, responsibility for public education is vested in the several states, and there are wide variations in legal authorizations and restrictions among the 48 states, it is obviously impossible to discuss details of local policy and procedure at a national meeting without a lot of lost motion and disregard of broader relationships. State associations meetings and workshops, annual and regional, should be the places to tackle problems of local concern, where there can be an exchange of ideas and experience within a given legal framework.

A disturbing comment was made to me by one state association president to the effect that the board members from his state who were most vocal in their criticism of the National Convention, as indicated above, had never attended their state association meetings and probably would not be at the next one. Truly, that is not the way to build an effective school boards association movement in the states and in the nation. I hope these critics may read this article and catch the spirit of *constructive* support all along the line. After all, we get out of most experiences, conventions included, about in proportion as we put ourselves into them.

The National Convention, in contrast to state meetings, provides the best opportunity board members have to inform themselves of nationwide relationships in the field of public education, relationships that are becoming increasingly important quite aside from controversial matters like federal aid and desegregation which too often assume undue prominence in group discussions without getting anywhere. As a federation of state associations, the National School Boards Association cannot take a nationwide position on any question where there are differences of view among its affiliates without destroying its own usefulness as the united voice of the school boards of America.

But there is a growing host of concerns that have nationwide significance which need to be understood and taken into consideration by local boards if they are to do the most effective job of developing

local policy and of planning ahead for their own communities. Some of these concerns are

1. The extreme mobility of our population in these days of rapid transportation and communication. This means, literally, that a poor school anywhere hurts the nation everywhere.
2. Keen competition for trained man power at top levels. This includes those who must make up the supply of teachers and administrators.
3. Shifting impacts on communities by reason of military or industrial expansion. The more board members can learn about why, when, and where such impacts may come, the more intelligently they can reach decisions with respect to their own communities.
4. The manner in which local, state, and national agencies are inextricably interwoven in our whole tax structure.
5. Rising costs of all public services, including that of public education, and the increasing competition for the tax dollar.
6. The nation's stake in the basic goals of education for its citizens, present and future, which should undergird local and individual adaptations.

There are others, but these six should suffice to indicate how important it is that somewhere, somehow, board members who are responsible for the operation of America's public schools should have an opportunity to discuss and seek to understand such nationwide concerns and relationships. Admittedly our N.S.B.A. Conventions still fall a long way short of providing this opportunity most effectively, but at least that is our major objective. If those who attend will come with this broader view of what to expect at a national meeting of school board leaders, then we may anticipate that year by year the National Convention will become more meaningful and valuable.

N.S.B.A. Leaders for 1956

At the business session of the Convention on Saturday morning, February 18, the following officers were elected to serve during the coming year:

President: Dr. Taylor T. Hicks, Prescott, Ariz. Dr. Hicks is a dentist. He has served the N.S.B.A. well in recent years in a number of capacities—as a director (4 years); as a vice-president (1 year); and as chairman of several important committees—finance (1954); policy (1955 and 1956); staff relations (1956). He is ably qualified to be our national leader.

First Vice-President: Mrs. H. M. Mulberry, member of the Chicago Board of Education since 1946. Mrs. Mulberry is a school board leader of long experience and great capability. This will be her fourth term as an N.S.B.A. vice-president. She has contributed much to the work of a number of committees and has been largely responsible for the successful meetings of the Section for Board Members from our Biggest Cities at the National Convention during the past several years.

Second Vice-President: Robert E. Willis, attorney, from Bradenton, Fla. Mr. Willis is a past president of his state association and has served one year as a national director. He was chosen for his personal qualifications and to provide a wider geographical spread among the National officers.

Treasurer: Everett N. Luce, Midland, Mich., was re-elected National treasurer after serving with great effectiveness during 1955. He is president of his local board and president of the Michigan Association of School Boards.

(Concluded on page 86)

Licking Your Dust Problem?



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ALL ABOARD

(Concluded from page 84)

Directors: Newly elected for three year terms, were

Roy O. Frantz, Pueblo Colo., president of the Colorado Association of School Boards
Clyde McFarlin, Montezuma, Iowa, a director of the Iowa Association of School Boards

Mrs. Fred A. Radke, Port Angeles, Wash., past president of the Washington State School Directors' Association

Jack A. Stewart, Bedford, Ohio, president of the recently organized Ohio School Boards Association.

To fill the two-year term left vacant by raising Mr. Willis to the second vice-presidency, Cyrus M. Higley, Norwich, N. Y., whose term as director was ending, was re-elected to the Board.

New Executive Secretary

More than a year ago, I advised the N.S.B.A. Board of Directors that on July 1, 1956, I should like to yield my duties as executive secretary to some younger man who could plan and work for years to come on the foundations which we have been laying during the past seven years.

For many months a special committee of the board with Dr. Hicks as chairman, worked to set up specifications for the position, to canvass potential applicants, to receive and screen applications, and to interview those who seemed best qualified. During the National Convention in Atlantic City, the 1955 Board of Directors received the report of this committee and recom-

mended to the 1956 board the appointment of William A. Shannon of Morristown, Tenn. On February 19, the new board at its first meeting made the appointment. Mr. Shannon will begin his work as executive secretary of the National School Boards Association on July 1, 1956. He is at present Superintendent of City Schools in Morristown, but for four years (1950-53) he served as executive secretary of the Tennessee School Boards Association.

1957 Convention Time and Place

Readers of the JOURNAL should make note now that next year's Convention of the N.S.B.A. will be held on February 14-16, 1957, in the Chalfonte-Haddon Hall hotels in Atlantic City, just prior to the convention of the American Association of School Administrators. The arrangements will be much the same as this year, except that the general sessions will be held in a 2000 seat theater on the Steel Pier within a block of the hotels. Mark the dates now and plan to have a representative of your board in attendance.

NEW AASA SECRETARY

Finis E. Engleman, Connecticut state commissioner of education, has been named executive secretary of the American Association of School Administrators. In this post, he will succeed the retiring Worth McClure. Dr. Engleman's most recent assignment was as vice-chairman of the



Finis E. Engleman

White House Conference on Education. He has served in many administrative capacities, being past president of the Council of Chief State School Officers.

INTEGRATION AFFIRMED

The Supreme Court of the United States, on March 5, affirmed a lower court ban on racial segregation in tax-supported colleges and universities. The decision extends to higher institutions of learning the decision of 1954, which outlawed segregation in the public schools.

The action was on an appeal from the lower court's order directing the University of North Carolina to admit three Negro students. The University admitted them, pending the outcome of the appeal to the Supreme Court.



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DUSTLESS SWEEPER—it cleans, dusts and polishes all in a single stroke. Selected cotton yarn chemically treated for fast dust pick-up. Non-slip head.

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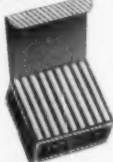
The broadest line of superior quality chalkboard, chalk and erasers, in price ranges to fit your school budget. Make Weber Costello your single source for these important items!

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NEW BOOKS

Mr. Custodian

By A. B. Grimes. Paper, 45 pp. Price, not stated. State Department of Public Instruction, Des Moines, Iowa.

This handbook is addressed to both school administrators and custodians and reflects the author's years of experience in directing and observing school housekeeping, heating and ventilating, and school plant maintenance programs. The successive chapters outline practical principles and procedures for (1) standards and policies for general administration and personnel, (2) facilities and tools needed, (3) schedules of work and reports, (4) procedures of housekeeping and maintenance; (5) procedures and precautions in handling lighting, plumbing, and fire-control installations; (6) principles, methods, and operation of heating and ventilation systems. It is not surprising that the Iowa Custodians' Association cosponsored this handbook.

Concrete Masonry for Schools

Paper, 8 pp. Portland Cement Association, 33 West Grand Avenue, Chicago 10, Ill.

A presentation of the advantages of using concrete blocks and concrete work in school buildings. Contains some excellent illustrations of schoolhouses where concrete masonry was put to good use.

1955 Salary Schedules and Personnel Policies

Paper, 56 pp. \$2 for nonmembers. New England School Development Council, 20 Oxford Street, Cambridge 38, Mass.

An exhaustive collection of data on the salary schedules for teachers, substitute teachers, and administrators and coaches in New England towns. Also considers such factors as sick leave and death, eligibility requirements, credits for outside experience, and turnover and tenure. Trends reveal "evidence for an over-all upward revision. . . . Beginning teachers' salaries show some gain, but a more marked increase is indicated in the maximum salary provided for experienced teachers."

The Need for Higher Teachers' Salaries in New York State

Compiled by Arvid J. Burke. Paper, 3 pp. New York State Teachers' Association, 152 Washington Ave., Albany 10, N. Y.

The report points out that there is no prospect of lessening the demand for teachers, and that there will be a need for between 8000 and 9000 new teachers annually for each of the next ten years. There is a definite trend toward higher beginning salaries for college graduates. The median salary has risen from \$1,791 in 1939 to \$4,110 in 1954, or an increase of 130.0 per cent. The salaries paid New York State Teachers, exclusive of New York City, in 1955-56 have risen from \$2,950 to \$4,150, an increase of 100.0 per cent.

Teaching Salaries Then and Now

By Beardsley Ruml and Sidney G. Tickton. Paper, 96 pp. The Fund for the Advancement of Education, 655 Madison Avenue, New York 21, N. Y.

Bulletin No. 1 of the "comprehensive investigation of the teaching profession" sponsored by the Fund for the Advancement of Education interprets available statistical information "bearing on the changes in the economic status of the teaching profession that have occurred over a period of years and to compare these changes with those in other professions and occupations." The findings indicate that public school teachers have either held their own, as in big cities, or gained. "Serious absolute losses" have occurred, however, in the "compensation of educational executives at all levels."

Attendance in Texas Secondary Schools

By Kenneth A. Waincott. Paper, 31 pp., 50 cents. Bulletin No. 18. Texas Study of Secondary Education, Austin, Tex.

Report of a study including (1) the major attendance problems facing the schools, (2) how they are attacking these problems, (3) what techniques are getting the best results, and (4) what does research reveal as the best ways of improving attendance. The results show that the larger schools have a much more serious problem in maintaining good attendance than do schools with smaller memberships. One of the most serious problems faced is the one of communication. There is a need for periodic studies to determine the feelings of the students, and to secure a better understanding by the professional teaching personnel.

Teaching Load in California High Schools

Prepared by Henry W. Maduon, Thomas A. Shellhammer, and Peter J. Taahnovian. Paper, 378 pp. California State Department of Education, Sacramento, Calif.

This report on the amount of time a teacher spends each week includes 41,781 full-time teachers in California, who reported on the type of teaching credential held, the type of school organization in which they taught, the number of hours spent in teaching in a typical week, and the time given to related duties and activities. The data indicated that a majority of the 26,454 teachers worked 40 hours or more a week, the median being 42 hours and 21 minutes. One fourth of the teachers worked less than 38 hours a week, and one fourth worked more than 47½ hours. The typical seventh-grade teacher worked five hours a week longer than a typical first-grade teacher. The median size of class of 24,497 teachers who taught one grade or one group was 32.4 pupils. Sixth-grade teachers had the largest classes. Teachers who taught one or a few subjects in many grades had a median number of 210.7 daily contacts with pupils, the highest numbers being reported by teachers of art and physical education.

Personnel Administration in Education

By Harold E. Moore and Newell B. Walters. Cloth, 476 pp., \$5. Harper & Brothers, New York 16, N. Y.

The general editor holds that the strength and effectiveness of school systems are determined by the quality and efficiency of the necessary staff. The authors argue that all branches of school personnel are determined at this time to improve themselves and to merit the confidence of the people by the quality of their work. The book discusses in detail the structure of professional services in the schools, and the processes followed in selecting, promoting, and maintaining educational staffs. The authors feel that career teachers who are doing an outstanding job should be recognized and rewarded. The entire problem of recognizing merit and of treating fairly the teachers who are not inefficient enough to be dismissed, still remains a difficult aspect of school board work.

Education and the Supreme Court

By Clark Spurluck. Cloth, 252 pp., \$3.75. University of Illinois Press, Urbana, Ill.

This book summarizes 37 of the 45 cases relating to education, decided by the United States Supreme Court. The author describes each of the cases and comments on its significance from the standpoint of present-day views on public education.

You and Segregation

By Herman E. Talmadge. Paper, 79 pp. Vulcan Press, Birmingham 11, Ala.

The author points out that certain of the southern states will oppose integration as interference with state's rights and will even go so far as to end the public school system. He opposes the NAACP in its activities but at the same time maintains that the Southern negroes are entitled to better schools and better living.

Financing School Buildings in New Jersey

Paper, 60 pp. Eighth report. Commission on State Tax Policy, Trenton, N. J.

This report comprises the Commission's Statement of Fiscal Policy, showing the application of a grant-in-aid plan to each district in the state, and includes a summary of capital grant and loan plans, describing the salient features of both the loan and grant programs which have been proposed. A need of \$11 million for the year July, 1956-57 is foreseen.

Opening (fall) Enrollment in Higher Institutions, 1955

Compiled by William A. Jaracz. Paper, 45 pp., 35 cents. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

This eleventh annual report shows that the opening enrollment for 1955 rose by 604,489, or 28.6 per cent. The total enrollment rose more (8.8 per cent) than did the first-time enrollment (7.3 per cent).

Blueprint for Action

A handbook. Paper, 48 pp., \$1.50. National Association of Educational Secretaries, NEA, Washington 6, D. C.

Cleverly written directions for developing and utilizing an office handbook for school offices includes particularly useful directions for developing courteous and efficient service on the part of all school office employees.



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Recent Schieber installation in Palco Rural High School, Palco, Kansas: Room serves as lunch room, music room, general social activities room, for evening meetings of civic clubs, etc. Benedick & Hines, Architects, A.I.A.

The year 1956 marks Schieber's twenty-fifth anniversary of service to schools and we take pride in the contribution we have been privileged to make to better school design as the originators of folding table and bench equipment. It seems a proper occasion to acknowledge our indebtedness to the school administrators and architects whose aggressive thinking has made multiple-use-of-space a practical reality. Meanwhile, our engineering and development work goes on relentlessly.



School District in Three Counties



TRI-COUNTY SCHOOL DISTRICT COMMITTEE

The joint operating committee of the Tri-County School District, Canton, Pa., currently engaged in experimenting with "a block system" of scheduling part-time subjects, each class meeting four times a week for 12 weeks. Left to right: (seated) Lynden R. McConnell, secretary; Davis Van Dyke, president; Philip Biddle, committee chairman; Emerson Lewis, vice-president. Standing are: David Larson, Burton Owen, John Brackman, Charles Husted, Dean Morgan, Charles Kline, Clarence Spencer, Curtis Wright.

EDUCATIONAL RESEARCH

(Concluded from page 44)

Planning the Program

The Co-operative Research Program, reports John R. Rackley, Acting Assistant Commissioner for Research, was developed in this way: "Specialists in the Office were asked to identify what they, in terms of their experience and associations with educator and lay citizens, considered to be the most important problems in education requiring research attention."

"These suggestions were then viewed by the principal administrators in the Office and evaluated to determine which were most appropriate for co-operative research and seemed most important to the national interest. Following that, a technical advisory committee in co-operation with other research specialists decided on the ten projects to be incorporated into the proposed research for the coming fiscal year."

Under Secretary of Health, Education, and Welfare Hunt has said that it is the intention "in future years to invite increasing participation from outside the Office in formulating the program to be supported."

Commissioner Brownell will soon send to all chief state school officers and presidents of institutions of higher learning an announcement describing the proposed co-operative research program which inquires as to their interest in participating and the research facilities and personnel with special competencies they may be in position to make available with reference to the ten specific projects already selected.

This will include an invitation to indicate major educational problems which they believe should be presented in the co-operative research program for the fiscal year 1958.

The commissioner has accepted the suggestion of his first Advisory Committee on Research that he establish a permanent Research Advisory Committee to review proposals for research and evaluate the work completed. This will consist of nine outside specialists appointed by the U. S. Commissioner of Education for terms of three years. Members will serve without salary but will receive compensation for travel and subsistence expenses while on Committee duty. The Assistant Commissioner for Research will be an ex officio member of this body.

More Pros and Cons

Whether such research should be carried out on a co-operative basis whereby the Office of Education selects the topics of nationwide significance on which research is needed and picks the colleges to do the studies or on a contract basis whereby each participating university suggests the investigations it wishes to undertake, or a combination of both methods, is still controversial.

Some critics cite a danger that such research grants-in-aid to institutions of higher learning might be used primarily to attract and subsidize PhD students. Praising the traditional nationwide studies of the Office of Education as useful for the whole nation, others express qualms that the co-operative approach might block obtaining funds for comprehensive research in the

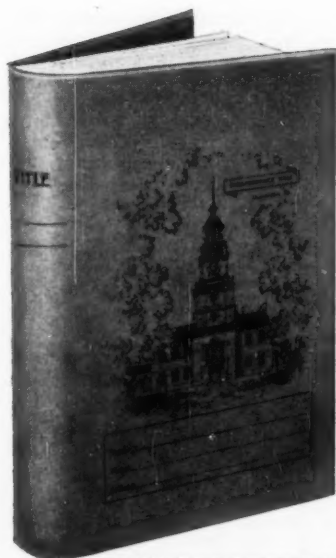
Office and mention that the problems selected by outside agencies might have value only in limited areas of the country.

To such arguments Commissioner Brownell replies: "The Office of Education's research planning is designed in such a way as to enlist the talent and interest of colleges, universities, and state departments of education in the hope that it may capitalize upon research talent where it exists in the greatest quantities, and stimulate additional research efforts all over the country. Besides carrying out its traditional functions, we expect the Office of Education in the future to be a co-ordinating influence for research around problems of national interest which can make available to all the findings of research that is locally initiated and conducted."

"It is our belief that Federal leadership and financial support of significant, careful, and systematic educational research will have the effect of strengthening all educational research and of bringing forth a flowering of interest in the central problems which face educators today."

STUDY BUILDING NEEDS

The board of education of Tiverton, R. I., has engaged Dr. Michael F. Walsh, Commissioner of Education, to conduct a survey of the school system. The survey has four special aims, (1) to determine population trends and school enrollment to 1965; (2) to study school building needs; (3) to study the school curriculum; and (4) to study the financial ability of the town to meet the school needs. A citizens advisory committee of 26 local citizens has been named to assist in the survey.



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CONESTOGA HIGH SCHOOL

(Concluded from page 49)

is soundproofed and isolated from the classroom wings so this part of instruction will not interfere with other studies.

The gymnasium is divided by an electrically operated partition into two separate areas for girls and boys. For intramural or interscholastic contests, the entire gymnasium is utilized and folding bleachers provide seating capacity for 1000 spectators. The medical suite, secluded from corridors, provides space and equipment for dental and medical examinations.

For the many activities which are a part of today's school effort, convenient conference rooms for small groups are provided, eliminating the necessity of "finding" such space in busy classrooms or study halls.

Construction Costs

A summary of costs is as follows:

Building costs	\$1,931,146.00
Built-in equipment	92,785.78
Furniture and other equipment	138,195.67
Site	20,940.59
Site improvement	46,330.00
Architect's fees	131,555.58
Bond issue legal and printing costs	22,354.73
Bond discount	48,358.25
Contingency fund	37,646.31

Total cost \$2,469,312.91
For a cubic feet area of 1,969,000, the

cost was \$1.028 per cubic foot; for 121,265 square feet, the cost would come to \$16.66 per square foot.

1956 AASA CONVENTION

(Concluded from page 54)

trend to the use of a specific type of fenestration or to the greater use of clerestory windows and skylights could be noted. New York City won deserved commendation for its recent varied, and in some cases, unique solutions of the problems of planning very large buildings for relatively small sites, all without loss of the advantages of open plans.

The Commercial Exhibits

The Commercial Exhibits were the largest and most varied and in the words of Miss Lois Corbel, president of the NEA Associated Exhibitors, the best in products to help the educators fulfill their responsibility to the children of our country.

The annual Education Award for 1956 was given by the Exhibitors to Edward M. Tuttle, secretary of the National School Boards Association. (See SCHOOL BOARD JOURNAL, March, 1956, issue.)

School Facilities Council

An organization known as the School Facilities Council of Architecture, Education, and Industry was tentatively organized on February 19, during the Atlantic City Convention of the AASA. The new group was headed by Zephyrin A. Marsh, Director of School Ac-

tivities of the Minneapolis-Honeywell Company, St. Paul, Minn. While there was some opposition from several spokesmen for accepting professional organizations, it was agreed that the new Council would discuss: (1) problems of school design, school facilities, and equipment, (2) promote continued interest in better school facilities through professional and citizens' conferences, and (3) seek basic information on school plant and instructional facilities standards.

PERSONAL NEWS OF SUPERINTENDENTS

★ E. F. CATES, of Hollis, Okla., has been re-elected for another year.

★ FRANK J. FOX, of Morris, Minn., has been elected superintendent of School Dist. 102, St. Paul, Minn.

★ SUPT. G. E. BARKLEY, of Riverton, Kans., has been re-elected for another year.

★ JOHN MILNE, retiring superintendent at Albuquerque, N. Mex., has been offered the headmastership of a private school in Jordan.

★ SUPT. WILLIAM STAERKEL, of Beatrice, Neb., has been named the city's "outstanding young man of the year" for 1955. Dr. Staerkel has been in Beatrice since 1954, and previously held positions in Winfield, Kans., and Eldorado. He holds a master's degree from the University of Kansas, and was granted a doctor of education degree by Stanford University.

★ The New Britain, Conn., school board renewed the contract of SUPT. JOSEPH MCCOOK for three years at \$15,000.

★ DR. E. H. BLACK, superintendent of the La Marque, Tex., independent school district, had his contract extended for three years with a substantial increase in salary. Others of the administrative staff given contract extensions were: DAVE W. WILLIAMSON, assistant superintendent in charge of business; L. V. McNAMEE, assistant superintendent in charge of curriculum; MRS. ELEANOR NASH, tax assessor-collector.

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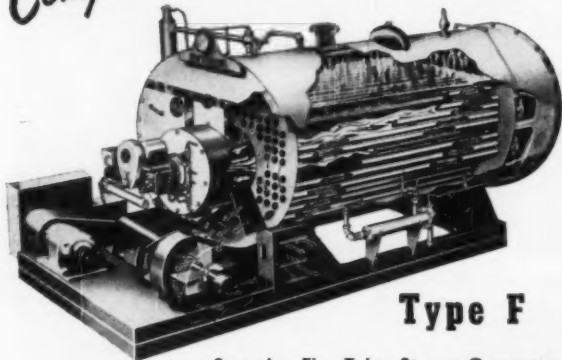
These photographs were actually taken in washrooms of elementary and high schools where Mosinee Turn-Towels are in daily use. Once they are shown how to use it, first graders operate the Turn-Towel dispenser as easily as high school students. Turn-Towel service provides advantages for everyone affected by towel service in schools.

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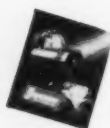


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C-7703B DRAFTING TABLE

MAYLINE

Whatever your school fencing needs
get the best...

GET CYCLONE!



NO JOB IS TOO LARGE—NO JOB IS TOO SMALL FOR CYCLONE*

CYCLONE FENCE DEPARTMENT, AMERICAN STEEL & WIRE DIVISION
UNITED STATES STEEL CORPORATION
WAUKEGAN, ILLINOIS • SALES OFFICES COAST-TO-COAST
UNITED STATES STEEL EXPORT COMPANY, NEW YORK

*Cyclone is the trade-mark name of fence made only by Cyclone. Accept no substitute.

USS CYCLONE FENCE

UNITED STATES STEEL

Have you ever stopped to consider the many ways fence can serve your school? It protects school property from thieves and vandals . . . keeps small children safely inside the play area . . . simplifies admission collection at athletic events . . . and makes a good-looking boundary for school grounds. Don't all these important uses point up the wisdom of getting the best fence your money can buy? And that means Cyclone Fence!

While it is possible for you to buy cheaper fence than Cyclone, it will probably cost you more per year. Cyclone gives full value for your dollar. Nothing but brand-new, top-quality material is used throughout. Posts and top rails are heavy and rigid. Gates won't drag. The chain link fabric is woven from heavy steel wire and galvanized after weaving for greatest resistance to rust and corrosion. Ask our experienced engineers for advice, and send coupon for free Cyclone Fence booklet. Cyclone is the trade-mark name of fence made only by Cyclone. Accept no substitute. And remember, no job is too large—no job is too small for Cyclone.

—CLIP THIS COUPON—MAIL IT TO—

Cyclone Fence
Dept. S-46
Waukegan, Ill.

Please send me, without obligation, complete information on Cyclone Fence and Gates.

Name

Address

City

State



**Goodbye to the old,
welcome to the new!**

Shown above is one of
18 Everetts delivered to
schools in Temple, Texas.
The *Style 10* was the
unanimous choice of the
school board and a
special committee of
four musicians.

Grade school to college **EVERETT SCHOOL PIANOS**

stand out... stand up!

Dozens of colleges and universities have selected the *Style 10* Everett because it's a fine professional piano. Tone, touch, and response have that concert quality so important to faculty and students.

Equally significant is the recognition of Everett as a *highly serviceable* piano. Thousands of *Style 10* school pianos are proving this to be a fact... in grade schools, high schools, colleges, universities and music conservatories. And the *Style 10* is also one of the lowest-priced school pianos you can buy!

WRITE TODAY for free portfolio No. 16. It describes the *Style 10* in detail, shows how it equals or exceeds the most rigid requirements. Hundreds of institutional users are listed, and both the mahogany and blonde oak finishes are pictured (special finishes also available). Everett Piano Company, Division of Meridan Corporation, South Haven, Michigan.

NURSERY...



BANDROOM...



CLASSROOM...



OR GYM



News of Products for the Schools

FLEXIBLE STORAGE CABINET

A variety of storage arrangements are possible with the teacher's storage cabinet recently introduced by Brunswick-Balke-Colender Co., Chicago. It has five adjustable shelves which permit many different shelf arrangements. Two file drawers, operating on full extension arms equipped with ball bear-



Teacher's Cabinet

ings are available for storage of classroom records. The doors have magnetic catches for trouble-free operation and are provided with a lock. Full doors made on a warp-free honeycomb construction principle may also be obtained if desired. Both an island type base and a full length base are available. They come equipped with adjustable screws to level on uneven floors.

(For Further Details Circle Index Code 025)

PORTABLE TABLET ARM

A handy portable unit designed to help alleviate the crowded classroom problem has been introduced by the Universal Bleacher Co., Champaign, Ill. It is a sturdy portable tablet arm that may be attached to any gymnasium bleacher. Constructed of extra strong hardwood and steel it requires little upkeep. The writing surface is made of edge-glued Northern Hard Maple dressed to $\frac{1}{16}$ -in. thickness and finished with one coat of sealer and two coats of lacquer.

The unit is very easy to attach and can be set up and removed by students at the beginning and end of each class period if desired. A portable storage rack that stores up to 50 tablet arms in a minimum of space is also available.

(For Further Details Circle Index Code 026)

COLORFUL ELECTRIC TYPEWRITERS

Underwood Corp., N. Y., N. Y., has designed an electric typewriter to meet the demands of modern secretaries for an electric typewriter with visual appeal. They recently introduced a new electric model available in a vibrant shade of blue, called Yosemite blue, a delicate blue called Bermuda Blue, and a warm gray called Mist Gray. All of the colors have a nonglare satin finish for maximum eye control.

The new machine also features a color balanced keyboard to distinguish control keys from operational keys, electric margins, and an impression control dial for swift production of up to 20 carbon copies.

(For Further Details Circle Index Code 027)

ACCURATE SCHOOL TIMER

A most accurate signal clock for schools, patterned after the industrial time switch has been produced by the Lumenite Electronic Co., Chicago 5, Ill. An especially fine feature of the new school program timer is its ease and simplicity of setting or of making changes in schedules. The rim of the 24 hour clock dial is notched for 5 minute intervals. Riders are slipped into these notches with the fingers to arrange the program desired. Signals, as for 1st and 2nd bell can be set as close as 5 minutes apart. Standard signals are "On" for 5 to 7 seconds. This can be arranged on order for as long as 30 seconds, if desired.

The timers are fitted with weekend and holiday cut outs, when ordered. Push button operation signals for alarms are provided with no interference with Timer Cycle.

(For Further Details Circle Index Code 028)

BLACKBOARD ERASING PRODUCT

A new blackboard erasing product called the "Chalk-Off Cloth" has been developed by the Majestic Wax Co., of Denver, Colo. The cloth totally absorbs chalkdust preventing dusty floors and improving blackboard visibility. It comes in 36-inch widths and rolls of 25-, 10-, and 5-yard lengths.

(For Further Details Circle Index Code 029)

UPHOLSTERED FOLDING CHAIRS

An upholstered folding chair designed to save space has been introduced by American Seating Co., Grand Rapids, Mich. The seat folds independently of the chair enabling back to back spacing of only 30 inches. It is estimated the chair will increase auditorium ca-



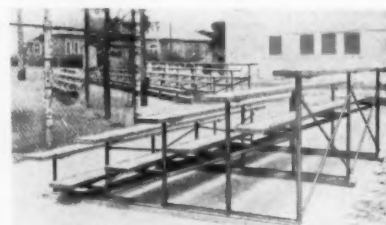
Space-Saving Chair

capacity almost one third and at the same time provide extra comfortable seating. The seat has spring arch construction and body contour styling. A broad choice of frame and upholstery colors are available and a wide variety of accessories may be added such as: arm rests, tablet arms, kneelers, cup holders, ash trays, and book racks.

(For Further Details Circle Index Code 030)

LOW COST BLEACHERS

Safway Steel Products, Inc., Milwaukee, Wis., has announced a new line of low cost steel bleachers for smaller institutions. Known as the "Budget Master" line they are suitable for both permanent and temporary setups, either indoors or outdoors. They have a welded steel angle framework, are skid-



Steel Bleachers

mounted, and come in standard sections of five or ten rows deep and lengths in multiples of six feet. They can be assembled or dismantled by unskilled labor and without tools. Maximum safety, comfort, and vision are provided by the bleachers; an unobstructed view from every seat and ample leg room are assured.

(For Further Details Circle Index Code 031)

IMPROVED BELT GRINDERS

Four improved models of the Delta $2\frac{1}{2}$ -in. belt grinder featuring new rubber contact wheels and improved belt alignment adjustment have been introduced by Rockwell Manufacturing Co., Pittsburgh, Pa. The new contact wheels enable the user to obtain a better finish in less time and also reduce costs by increasing the life of abrasive belts. The hubs are designed to accommodate standard tires $2\frac{1}{2}$ inches wide and 6 inches in diameter so that tires may be easily replaced from most industrial distributors' stocks. For easier and more accurate belt alignment, the standard back stand idler units in the new models are designed to make possible lateral adjustment of the drum. They also still have the hand knob control for belt tracking adjustment.

(For Further Details Circle Index Code 032)

EXTRA SHALLOW LIGHT FIXTURE

A new, extra shallow fluorescent light fixture designed for flush-to-ceiling mounting has been introduced by Electro Silv-A-King Corp., Chicago, Ill. Called the Surf-A-Lite, it is $3\frac{1}{2}$ in. in height, and available in widths of 12 in., 17 in., and 24 in. It can be mounted in continuous rows in pattern groupings, as well as individually mounted. Although it is extra shallow it has no objectional dark islands on its luminous bottom which features the Electro Silv-A-King $\frac{1}{2}$ in. square "Poly-cube" polystyrene louver providing 45° by 45° shielding.

(For Further Details Circle Index Code 033)

NEW CONCRETE SEAL

A new concrete sealing product recently placed on the market by Huntington Laboratories, Inc., requires no etching of concrete before use. Called Huntington Concrete Seal, this new product simplifies maintenance of concrete floors by keeping dirt and grease out of the pores. It gives the concrete a surface that is nonslippery, waterproof, and one that prevents dusting.

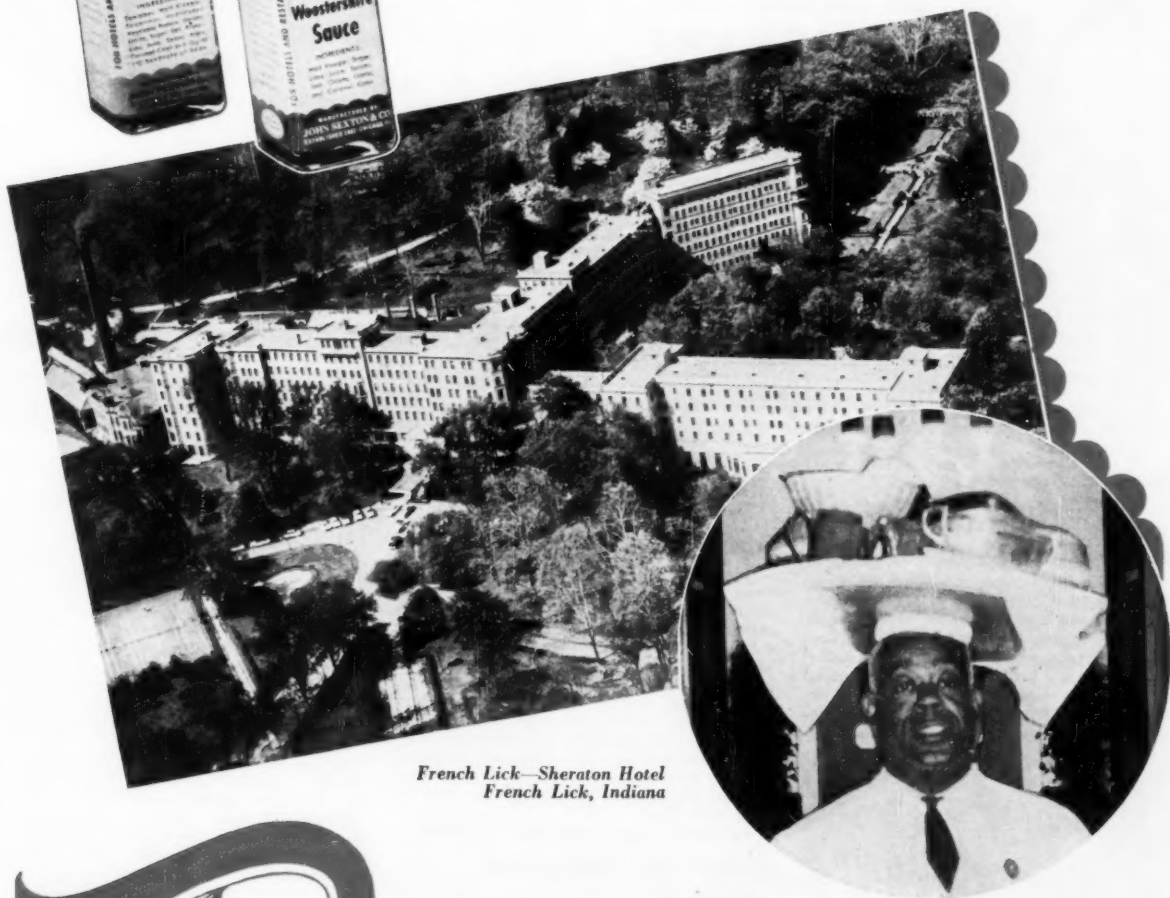
(For Further Details Circle Index Code 034)

(Concluded on page 98)



Sexton

Quality Foods



*French Lick—Sheraton Hotel
French Lick, Indiana*



Perennial favorites

For decades, this famed resort has catered to those seeking rest and relaxation. Notable for its cuisine as for its unique atmosphere, it is natural that Sexton Sauces appear regularly on the table of this distinguished hostelry. Designed for utmost guest pleasure, the extensive variety includes a sauce for every purpose, each blended from choice spices in our own sunshine kitchens. Sexton celebrated kitchen aids too, offer all the hidden charm needed by famous chefs in developing the superior product worthy of the artisan.

JOHN SEXTON & CO., CHICAGO, 1956

SCHOOL BOARD JOURNAL for APRIL, 1956

FOR SUPERIOR DESIGN, CONSTRUCTION
AND PERFORMANCE... FAR GREATER
STRENGTH... UNEQUALLED SAFETY...



AMERICAN *Approved* PLAYGROUND SWIMMING POOL and DRESSING ROOM EQUIPMENT

Since 1911 the finest equipment built,
backed by lifetime guarantee against
defective materials and construction
... specified by leading recreational
authorities for almost half a century.

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On AMERICAN'S
JIM PATTERSON
LIFETIME
Aluminum
DIVING
BOARD
WORLD'S FINEST
OFFICIAL BOARD



AMERICAN

PLAYGROUND DEVICE CO.

ANDERSON, INDIANA, U.S.A.

WORLD'S LARGEST MANUFACTURERS OF FINE
PARK, PICNIC, PLAYGROUND, SWIMMING
POOL AND DRESSING ROOM EQUIPMENT

**HALF TONE and
LINE ETCHINGS
COLOR PROCESS** } **premier**

*The Finest in
Black and White
and Color
Engraving*



SERVICE • DEPENDABILITY

Call Broadway 1-3337

premier engraving co.

818 W. Winnebago St. Milwaukee 5, Wis.

News of Products...

(Concluded from page 96)

REMOVABLE TYPEWRITER TYPE

The latest typewriter introduced by Remington Rand Co., New York 10, N. Y., features removable and interchangeable type, making it possible for one machine to do the work of several. Government, business, or professional offices whose work requires the use of special type-characters — mathematical, medical, engineering or musical symbols, for instance,



Interchangeable Type Faces

should find this model especially handy. One or all of the characters on the machine can be changed in a matter of seconds. Another fine feature is an expanded 44-character keyboard which enables the user to take maximum advantage of the interchangeable type and provides four extra characters in its

standard arrangement: section and paragraph marks, a plus sign and an equal sign.

(For Further Details Circle Index Code 035)

NONOILY MOP DRESSING

A new mop dressing to simplify asphalt floor maintenance has been produced by the Hillyard Chemical Co., St. Joseph, Mo. This dressing called Super Hil-Sweep represents an entirely new concept of daily floor maintenance. Formulated for safe use on asphalt tile, it is equally as effective on all types of floors. It offers fast, thorough dust pick-up; greater coverage due to extremely slow evaporation; simplicity and economy in use and these safety characteristics: nonflammable; nonslip; nonoily; noninjurious to asphalt or any other flooring material; nonreacting with wax or other floor finish.

(For Further Details Circle Index Code 036)

MODERN AIR CONDITIONER

A completely modernized air conditioner has been announced by Trane Co., La Crosse, Wis. The new unit features quiet operation, smart appearance; a fresh air intake which bypasses compressor section; one piece plenum chamber; a fan motor mounted out of the heated air stream; condenser arranged for single set of piping connections; and complete field accessibility and serviceability. Cabinets emphasize design simplicity so they will blend into any interior decoration scheme. Over-all dimensions of the cabinets have been reduced, adding to the installation flexibility of the units. Other fine features are a single piece front panel which can be released by simple catches at the top of the unit; controls concealed behind Trane nameplate for easy access; and a retainer chain between front panel and unit allowing panel to drop back for ease in changing filter.

(For Further Details Circle Index Code 037)

CATALOGS & BOOKLETS

A new catalog with a complete condensed explanation of its many products and their applications has been released by the L.O.A. Glass Fibers Co., Toledo 1, Ohio. Given special attention are the company's Microlite and Super Fine Blanket insulations for thermal and acoustical treatments. Also treated are such topics as Microflex compressed board, a resilient cushion material; quartz and glass micro fibers, reinforcements for plastic and yarns for the textile industries. Copies of the catalog, designated Form WPD-11 are available free.

(For Further Details Circle Index Code 038)

Luria Engineering Corp., New York 36, N. Y., recently published a 20-page booklet describing the three standardized types of Luria buildings. Complete information is given in this booklet about the buildings' flexibility of design, freedom of architectural treatment, and adaptability to any type of single story structure. Free copies are available.

(For Further Details Circle Index Code 039)

"Of Course It's Fibersin" is the title of a booklet published by Fibersin Plastics Co., Oconomowoc, Wis. Explained in this booklet are the qualities of fibersin that make it especially fine material for desk tops. Full details are given about its resistant and reflective qualities. Copies of the booklet are free.

(For Further Details Circle Index Code 040)

MANUFACTURERS' NEWS

The Eagle Pencil Company is celebrating 100 years of continuous business operations in the United States during 1956. In observance of this anniversary they have published and distributed a fact book describing the history and growth of the company since its institution in 1856.

READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisers and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.	Code No.	Page No.
40	Acme Slate Blackboard Co. 99	414	Celotex Co., The 10	423	Griggs Equipment Company 59
	Blackboards. Do-it-yourself resurfacing kit.		Sound conditioning. For survey chart and booklet use coupon on page 10.		Study top desk. New catalog available.
41	Aetna Life Affiliated Companies..... 19	415	Chesapeake and Ohio Railway..... 73	424	Hauserman Company, E. F. 17
	Drivatrainer for "behind-the-wheel" training. Free report. Use coupon on page 18.		Coal. Free information on full requirements.		Movable interiors. For free brochure use coupon, page 17.
42	All-Steel Equipment, Inc. 67	416	Delta — Rockwell Power Tool Division .. 75	425	Heywood-Wakefield Co. 86
	Steel furniture and lockers. Write for assistance in planning.		13" x 5" planer. Use coupon, p. 75.		Tubular steel furniture.
43	American Bitumuls & Asphalt Co. 78	417	Dodge Div. Chrysler Motors..... 18	426	Hillyard Chemical Company 81
	All-weather surfaces. Get full details.		School bus chassis.		Hilco-Lustre floor polish. For information use coupon, page 81.
44	American Desk Mfg. Co. 61	418	Draper Shade Company, Luther O. ... 86	427	Holcomb Mfg. Co., J. I. 87
	"Junior Executive" desk.		Darkening shades for wide windows.		Scientific cleaning materials.
45	American Optical Co. 60	419	Electric Aire Engineering Corp. 74	428	Holcomb & Hoke Mfg. Co. 79
	Projection magnifier.		Hand and hair dryers. Send for information.		Folding doors. For details use coupon, page 79.
46	American Playground Device Co. 98	420	Everett Piano Company..... 95	429	Holden Patent Book Cover Co..... 91
	Playground, swimming pool, and dressing room equipment. Send for new catalog.		Pianos. Free portfolio No. 16.		Protective book covers. Samples on request.
47	American Seating Company..... 4	421	Fenestra Building Products 14 & 15	430	Horn Bros. Div. Brunswick-Balke-Collender Co. 83
	School seating. Write for catalog 56.		Galvanized-Bonderized Steel Windows. For information use coupon page 15.		Folding gym seating.
48	Arlington Seating Company..... 65	422	Goodyear Tire & Rubber Co. 16		
	School seating. Write for catalog 56.		3-T Cord tires.		
49	Bay West Paper Co..... 93				
	Mosinee turn-towls.				
410	Beckley-Cardy Company 92				
	Supertex shades. Write for samples.				
411	Bendix-Westinghouse Automotive Air Brake Co. 2nd cover				
	Air brakes. Free information.				
412	Brunswick-Balke-Collender Co. 24 & 25				
	School seating.				
413	Butler Manufacturing Company 22				
	Steel buildings. For information on Butler building system use coupon page 22.				

(Continued on next page)

TEAR ALONG PERFORATED LINE. POSTAGE PAID FOR CONVENIENCE.

THE AMERICAN SCHOOL BOARD JOURNAL

400 North Broadway, Milwaukee 1, Wis.

March, 1956

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

NEWS OF PRODUCTS FOR THE SCHOOLS

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026	028	030	032								

Also information on.....

Name.....

Please Print

Title..... School.....

City..... Zone..... State.....

BLACKBOARDS

Slate, campo, steel, glass, etc., cork bulletin boards, cut to measure, installed by you or by ACME.

RE-SURFACING

No paint or sanding machines used. 25-year guarantee. Send for Do-It-Yourself Kit \$3.50, enough for average classroom.

Acme Slate Blackboard Co.

254 — Third Street Brooklyn 15, New York

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432	International Business Machines Corp..... 62 & 63	444	Owens Illinois: Kimble Glass Co. Sub..... 20 & 21	456	Structural Slate Co..... 80
	Electric typewriters.		Glass Block. Send for brochure on school modernization.		Natural Slate Chalkboards.
433	Johnson Service Company..... 2	445	Peabody Company, The..... 13	457	Superior Combustion Industries, Inc. . . 94
	Temperature controls.		School seating.		Steam generators.
434	Kuehne Manufacturing Co..... 23	446	Powers Regulator Co. 9	458	Todd Shipyards Corporation..... 92
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435	Majestic Wax Company..... 85	447	Premier Engraving Company..... 98	459	United States Steel Corp. (Cyclone Fence)..... 94
	Dust control.		Engravers.		Fences and gates. Use coupon, p. 94, for information.
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	Art and drafting table.		Sound Projectors and sound systems. For complete story use coupon, page 69.		Gymnasium seating. Write for catalog R-55.
437	Medart Products, Inc., Fred..... 26	449	Richards-Wilcox Mfg. Co. 64	461	Weber Costello Company..... 88
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438	Minneapolis-Honeywell Regulator Co. 6 & 7	450	Royal Typewriter Company, Inc..... 77		
	School temperature controls.		Electric, portable, and raytype business supplies.		
439	Mississippi Glass Company..... 11	451	Safway Steel Products, Inc. 8		
	Light diffusing glass. Free catalog No. 56G.		Telescoping bleachers. Free bulletin 164.		
440	Monroe Company, The..... 74	452	Schieber Sales Company..... 89		
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441	National Concrete Masonry Association 72	453	Sexton & Company, Inc., John..... 97		
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442	Nesbitt, Inc., John J. 4th cover	454	Sloan Valve Company..... 1		
	Heating and ventilating.		Flush valves. 50th anniversary.		

For Your Product Information Request

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the "postage paid" card. Your request will receive prompt attention. BRUCE—MILWAUKEE.

NEWS OF PRODUCTS FOR THE SCHOOLS

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	Tablet Arm
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First Class Permit No. 1112, Sec. 34.9 P. L. & R., Milwaukee 1, Wis.

THE AMERICAN SCHOOL BOARD JOURNAL

P. O. Box No. 2068

MILWAUKEE 1, WISCONSIN





WAYNE AT BAKERSFIELD, CALIFORNIA
Bakersfield High School
Architects: C. B. Alford & W. J. Thomas
Bakersfield, California

When it comes to gymnasium seating MOST schools specify **WAYNE**

Sound engineering counsel during gymnasium planning solves many problems before they happen . . . saves money too! It's the sound way to integrate your building team. Here are three seating check-points to consider early in the planning stage:

SAFETY—Sound all-steel understructure and fully closed riser construction provide maximum safety and give the stand better appearance when extended. (Complete student safety is always a must!)

PERFORMANCE—Exclusive rotating alignment frame assembly guides Wayne Rolling Gymstands easily to a straight, parallel

position, free from jamming or side sway. (Wayne's famous engineering advances insure positive performance for years of tough school service.)

APPEARANCE—Select wood, fine finishing, and a completely vertical front when closed give Wayne gymstands the appearance of handsome wood paneling. (Smart appearance is a big factor!)

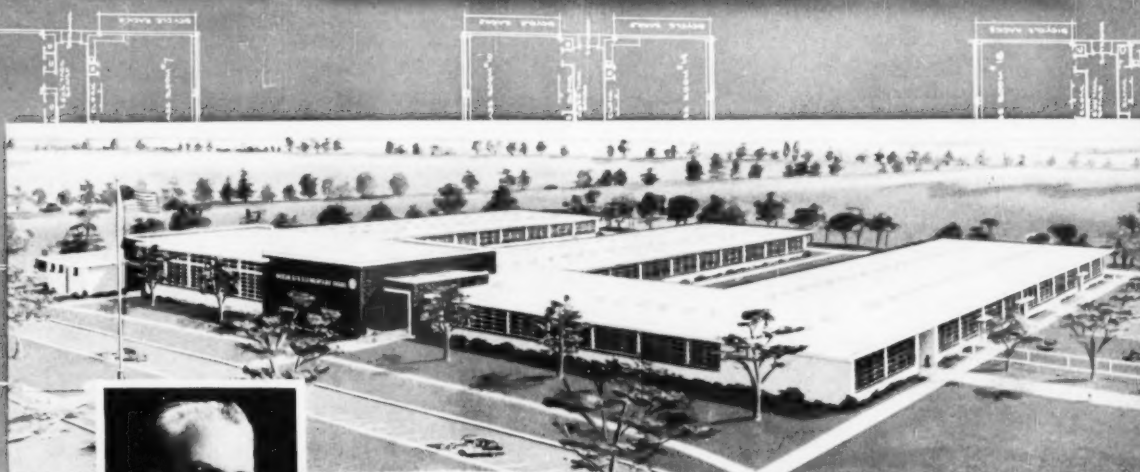
All over the country, men who plan gymnasium seating specify Wayne because Wayne rates high on all important counts — planning — performance — appearance — safety — economy.

PLANNING A GYMNASIUM? Write for your personal copy of Rolling Gymstand Catalog R-55 — a guide to better gymnasium planning. Write direct to —

WAYNE

Wayne Iron Works • 444 N. Pembroke Ave., Wayne, Pa.





John A. Simpson, A.I.A.
Architect, Norfolk, Va.

OCEAN AIR ELEMENTARY SCHOOL, CITY SCHOOL BOARD, NORFOLK, VIRGINIA

Another new school saves money with the Nesbitt Series Wind-o-line System

The \$600,000 Ocean Air Elementary School of Norfolk, Virginia, will have "the thermal environment most conducive to learning" because Architect John A. Simpson specified *heating and ventilating by Nesbitt*.

By designing for a zoned, two-pipe, forced-hot-water installation, the architect reduced costs with the Nesbitt Series Wind-o-line System. Mains and piping were simplified; night controls and approximately 1,000 lineal feet of pipe covering were eliminated.

The key to the economy of the Nesbitt Series Wind-o-line System is the Syncretizer's hot water heating element which multipasses a much smaller quantity of higher temperature water than is circulated by conventional systems. This reduces the size of pipes and

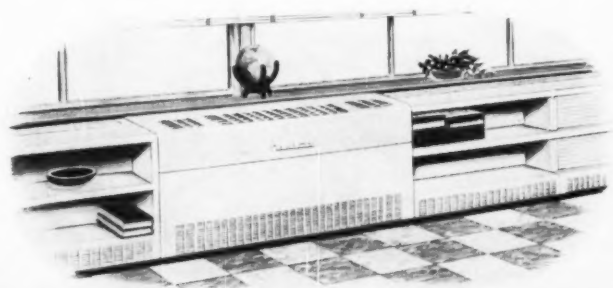
pumps and permits the Wind-o-line tubing to serve as supply and return piping for entire classroom wings, thus eliminating mains, costly pipe trenches, coverings, and runouts. Without other investment, the system's gravity heat maintains overnight temperatures.

Besides economy, the Nesbitt System offers greater comfort and protection. With the water temperature regulated by outdoor temperatures, the desired thermal environment is better maintained in every classroom and Wind-o-line protection along exposed surfaces is constantly related to actual needs.

Other systems requiring pipe trenches and runouts cost up to 20% more in construction, equipment and installation expenses. It will pay you to go Nesbitt.

Write today for Publication 104

Wind-o-line radiation may be had in wall-hung casings integrated with the Syncretizer, or recessed in standard Nesbitt storage cabinets. Architect Simpson chose this "Nesbitt Package" because it saved 30% over custom wood shelving.



Nesbitt

SERIES WIND-O-LINE SYSTEM

MADE AND SOLD BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA. SOLD ALSO BY AMERICAN BLOWER CORPORATION